

CHILD DEVELOPMENT READERS

ENGLISH DEPARTMENT
W. J. W. W.
PRIVATE PROPERTY

TEACHER'S MANUAL
for
LES AND TRAVEL

ARCHIVES

PE
1121
H14
1938
V. 6
TCH.
MAN.

CURRICULUM

GHTON MIFFLIN COMPANY

ENGLISH DEPARTMENT
E. N. S.
PRIVATE PROPERTY

Ex libris
UNIVERSITATIS
ALBERTAENSIS



THE CHILD DEVELOPMENT READERS

FIFTH GRADE MANUAL

To Accompany
TALES AND TRAVEL



ENGLISH DEPARTMENT
E. N. 3.
PRIVATE PROPERTY

HOUGHTON MIFFLIN COMPANY

BOSTON · NEW YORK · CHICAGO · DALLAS

ATLANTA · SAN FRANCISCO

The Riverside Press Cambridge

THE CHILD DEVELOPMENT READERS

EDITED BY JULIA LETHELD HAHN

COPYRIGHT, 1938, BY HOUGHTON MIFFLIN COMPANY

ALL RIGHTS RESERVED INCLUDING THE RIGHT TO REPRODUCE
THIS BOOK OR PARTS THEREOF IN ANY FORM

The Riverside Press
CAMBRIDGE • MASSACHUSETTS
PRINTED IN THE U.S.A.

UNIVERSITY
OF ALBERTA LIBRARY

CONTENTS

Introduction

<p>Basic Purposes of Reading Instruction in the Intermediate Grades..... vii</p> <p>Adequate Understanding of What Is Read. viii</p> <p>Utilizing Reading-Study Skills..... xii</p> <p>Permanent Interests in Reading..... xiii</p> <p>Experience in Oral Reading..... xiii</p> <p>A Few Important Features of the Text... xiv</p> <p>Character of the content of the text..... xiv</p> <p>Organization of the text..... xiv</p> <p>Provision for reading readiness..... xv</p> <p>Provision for reading-study skills..... xvii</p> <p>Provision for oral reading activities..... xvii</p>	<p>Provision for encouraging further reading xvii</p> <p>Provision for activities that may grow out of reading..... xviii</p> <p>Instructional Reading Tests for the Intermediate Grades..... xviii</p> <p>Nature and Purpose of the Tests..... xix</p> <p>Validity and Reliability..... xx</p> <p>Directions for Administering..... xxi</p> <p>Directions for Computing Scores..... xxii</p> <p>Norms..... xxii</p> <p>Application of the Results..... xxiii</p> <p>Form A..... xxv</p> <p>Form B..... xxxi</p> <p>Form C..... xxxvii</p> <p>Organization of the Contents of This Manual xliii</p>
---	---

Unit I. Tales from Many Lands

<p>Purpose of the Unit..... I</p> <p>Preparation for Reading the Unit..... I</p>	<p>Adaptability of Selections in the Unit for Use in the Development of</p>
--	---

Important Reading		The Ashes That Made	
Habits and Skills....	9	Trees Bloom.....	24
Teaching the Individual		The Girl Who Used Her	
Selections.....	10	Wits.....	27
Books, and Suppose....	10	The Running Stick....	29
Tales From Many Lands	11	Suggested Activities for	
The Herb of Fear.....	14	the Unit as a Whole.	32
The Tale of the Gentle		A Written Test on Basal	
Folk.....	17	Concepts.....	33
Seven Simeons.....	20		

Unit II. Heroic Lives

Purpose of the Unit.....	35	Louis Pasteur.....	47
Preparation for Reading		The Poor Man of Assisi	51
the Unit.....	35	Jane Addams.....	54
Adaptability of Selections		Wilfred Grenfell Who	
in the Unit for Use in		Loved His Fellow-	
the Development of		men, and Adrift on an	
Important Reading		Ice-Pan.....	59
Habits and Skills....	42	Suggested Activities for	
Teaching the Individual		the Unit as a Whole.	62
Selections.....	43	A Written Test on Basal	
Heroic Lives, and The		Concepts.....	63
Maid of France.....	43		

Unit III. Hobbies

Purpose of the Unit.....	64	Hobbies.....	73
Preparation for Reading		The Hobby Show.....	74
the Unit.....	64	Poems by Children....	77
Adaptability of Selections		The Tomboy from Bor-	
in the Unit for Use in		deaux.....	77
the Development of		Roy Chapman Andrews	81
Important Reading		Celia Thaxter, the Girl	
Habits and Skills....	72	of the Lighthouse....	85
Teaching the Individual		The Newsboy Who	
Selections.....	73	Found Out.....	87

John Newbery	91	A Written Test on Basal	
How Books Are Made .	94	Concepts	97
Suggested Activities for the Unit as a Whole.	97		

Unit IV. Our Neighbors in South America

Purpose of the Unit	99	Pizarro and the Incas . .	112
Preparation for Reading the Unit	99	Where the Sun is Tied .	115
Adaptability of Selections in the Unit for Use in the Development of Important Reading Habits and Skills . . .	107	Rio de Janeiro	118
Teaching the Individual Selections	108	Indians Can Be Pests . .	120
Romance	108	Some Useful Plants of South America, and A Rubber Collector of the Amazon	122
Our Neighbors in South America, and Lake Titicaca	108	Some Animals of South America	127
		Suggested Activities for the Unit as a Whole.	130
		A Written Test on Basal Concepts	130

Unit V. Traveling Today

Purpose of the Unit	132	Traveling Houses, and Travel by Bus	145
Preparation for Reading the Unit	132	The Glory of Ships, and An American Passen- ger Liner	149
Adaptability of Selections in the Unit for Use in the Development of Important Reading Habits and Skills . . .	140	The Giant Bird, The First Flight of the China Clipper, The Zeppelin, and The Graf Zeppelin	152
Teaching the Individual Selections	141	It Will Happen Soon . .	157
Travel, From Stage- coach to Airplane, and From a Railway Car- riage	141	Suggested Activities for the Unit as a Whole.	160
Streamlined Trains . . .	142	A Written Test on Basal Concepts	161

Unit VI. Conserving Our Natural Wealth

Purpose of the Unit.....	162	Work, and The Air-	
Preparation for Reading		plane in Conservation	173
the Unit.....	162	Christmas Trees, and	
Adaptability of Selections		The School Children's	
in the Unit for Use in		Forest.....	177
the Development of		Paul Bunyan Legends,	
Important Reading		and In the Winter of	
Habits and Skills....	169	the Blue Snow.....	180
Teaching the Individual		Soil Conservation, and	
Selections.....	170	Guarding Our Wealth	182
A Land of Plenty, and		Suggested Activities for	
The Story of the Lost		the Unit as a Whole.	186
Forest.....	170	A Written Test on Basal	
The Forest Ranger's		Concepts.....	186

INTRODUCTION

THIS volume is the teacher's manual which accompanies *Tales and Travel*, the fifth grade book of the *Child Development Readers*. It was made to be used. The authors hope and believe that the teacher will find within its pages many concrete suggestions which will enable her and her pupils to achieve the purposes for which *Tales and Travel* was created.

In order that the detailed suggestions contained in the manual may be clear to the teacher, it seems proper to present four brief statements in this introduction. The first explains certain basic purposes of reading instruction during the intermediate grades. The second statement describes a few of the most important features of the intermediate grade books in the *Child Development Readers*. The third describes the Intermediate Grade Reading Tests which are provided especially for use with this series of readers. The fourth indicates the organization of the material contained in this manual.

I. BASIC PURPOSES OF READING INSTRUCTION IN THE INTERMEDIATE GRADES

Any intermediate grade basal reader should carry out at least four large fundamental purposes. The *first* is concerned with helping the child to understand adequately what he attempts to read, and with the business of teaching him to demand meaning in the reading that he does. The *second* involves teaching him to utilize what are commonly known as reading-study skills. The *third* is concerned with

stimulating the development of a permanent interest in the reading of high-quality material in a wide variety of fields. The *fourth* requires the provision of opportunity for experience in sensible types of oral reading.

A. Adequate Understanding of What Is Read

This first purpose is by far the most important and the most fundamental. Plenty of available evidence shows that although intermediate grade children are able to recognize and reproduce, orally or in writing, printed symbols at which they look, that although they are able to get across the page without difficulty in the mechanics of reading, the great majority of them do not understand adequately most of what they attempt to read and they are not particularly concerned about this lack of understanding. Too often the meanings they achieve in their reading are almost unbelievably wrong, vague, or inaccurate, and too seldom do they make any effort to put meaning into reading matter which they do not understand easily. When one realizes that there is no such thing as reading without the achievement of meaning, that the quality of reading is to be measured entirely by the degree and quality of the meaning achieved, and that every child should acquire the habit of insisting upon meaning when he reads, the importance of this first purpose is obvious.

The fundamental character of this first purpose is also clear when one realizes that back of the ability to utilize reading-study skills, back of really permanent interests in reading, back of the habit of reading widely in various fields, and back of success in sensible oral reading, *lies the ability and the desire really to understand material read.* Without

the achievement of this purpose, any or all other purposes cannot be realized.

At children's lack of understanding and their disconcerting indifference toward it, one should feel, or feign, neither indignant surprise nor offended pride. No one can justly blame pupils for faults that have been thoughtlessly created and permitted to grow. Systematic and sane efforts should be made to correct the bad habits and to avoid creating them. It is important, therefore, for the teacher to become acquainted with those few factors which, more than any others, make it possible for the child to understand adequately what he attempts to read.

It is obvious that in order to read with any degree of understanding, any pupil must have command over the so-called mechanics of reading. For example, he must be able to identify and recognize the printed forms of words and phrases. But the meager understanding that most intermediate grade children achieve in reading is not due to serious deficiency in such matters; these children are not so-called remedial cases in the mechanics of reading. Their lack of understanding is due to factors that are much more fundamental than word recognition, eye movements, and related mechanics.

1. Concepts — the basic materials for constructing meanings. No one can secure adequate understanding in reading unless he possesses clearly and accurately the concepts that are commonly represented by the printed symbols on the page at which he looks. Printed symbols — words, phrases, etc. — do not give meaning to the reader. On the contrary, the reader brings meaning to the symbols. They act merely as triggers to stimulate him to recall or construct the concepts or meanings for which they stand. If the

reader possesses the concept represented by a given symbol, he has command of the first requisite for reading that symbol. If he does not possess the concept in question, it is utterly impossible for him to read (understand) the symbol even though he may be able to write it or speak it correctly. If the concept he possesses is characterized by depth, clarity, and accuracy, the comprehension he achieves when he looks at the symbol is of high degree and high quality. If the concept he possesses is false or vague, he achieves only misunderstanding or vague comprehension when he looks at the symbol.

Thus the source of meaning in reading *lies in the concepts or meanings that one possesses in his mind*, and the quantity and quality of the understanding he achieves in reading is determined by the character of these concepts. Every teacher should realize that her fundamental task in helping a pupil to read a given piece of material with adequate understanding is to aid him in constructing clear and accurate concepts that are represented by the printed symbols appearing in that piece of material.

2. Language facility — the tools for constructing meaning. A second factor that contributes greatly to the achievement of adequate meaning in reading is what may be called a reasonable degree of facility in using the English language. In the first place, the pupil must become familiar with the spoken word symbols, the oral labels that stand for the concepts he possesses. This is essential if he is to attach meaning to these symbols when he meets them in printed form. In the second place, because reading matter contains various types of complex sentences, the pupil must be able to sense the relationship between the parts of such sentences. Third, he should be able to use

language as a thinking tool to the degree that he can see the relationship between ideas, distinguish between relevant and irrelevant ideas, arrange ideas in proper sequence, and think his way through a problematic situation.

3. Interest — the motive power for constructing meaning.

A third factor contributing to the degree and quality of understanding in reading is found in the relation that exists between the reader's interests and the content of the material read. When a given selection is closely related to the child's interests, or when he becomes interested in reading that selection, his comprehension of it is greatly increased. Furthermore, his concern about failure to understand and the amount of effort he puts forth to achieve meaning are also increased. On the other hand, when little if any relation exists between the pupil's interests and a given reading selection, his comprehension and his concern about failure to understand are decreased. This means that a third task for the teacher in making it possible for the child to read with adequate meaning is to help him to create a desire to read the selection to be read.

These three factors — construction of clear and accurate concepts, development of facility in using the English language, and the creation of a desire to read what is to be read — are, when taken together, nothing more than the heart of what we have come to call *reading readiness*. This means that, as defined herein, the establishment of readiness to read a given reading selection is the best available guarantee that the pupil will read that selection with adequate understanding, and that he will put forth serious effort to understand what the selection says.

B. Utilizing Reading-Study Skills

Effective learning by means of reading in science, in social studies, and in all other fields requires that the pupil be able to do more than merely understand what a printed sentence says. Here he must be able to work with books, and he must learn to manipulate the meanings that he achieves in reading in order to make sound judgments, draw valid conclusions, and engage in other activities involved in valid thinking. This will require definite instruction in the so-called reading-study abilities.

There are at least four of these important reading-study abilities. The first is *the ability to locate information*. This involves learning to use the different printed parts of a book including the index, the table of contents, maps, charts, graphs, and other aids appearing within a single volume. It involves also learning to use such common sources of information as the encyclopedia, the library card file, year-books, and the dictionary.

The second ability is *the ability to select material in the light of a problem*. This is essentially the ability to determine the appropriateness of a printed idea to the solution of the problem for which the reading is being done.

The third ability is *the ability to organize material read*. This involves learning to distinguish between main and subordinate points, learning to take notes, and learning to make outlines and summaries of material read.

The fourth ability is *the ability to decide what part of the material read should be retained for a given purpose, and how to secure its retention*. The teacher should realize that no program of reading instruction in the intermediate grades is complete without definite teaching of these reading-study

abilities, and that any basal reader should at least provide for introductory instruction in their use.

C. Permanent Interests in Reading

One of the major purposes of instruction in reading during the intermediate grades should be to help the child develop a permanent interest in reading many good writings in a wide variety of fields. Every intermediate grade pupil has the right to learn to want to read materials in the fields of science, biography, travel, social studies, art, music, industry, and in what is conventionally known as children's literature including poetry, modern fiction, legend, myth, drama, folk tales, and the like. Any basal reader should, therefore, in the choice of its selections, introduce the child to reading in a wide variety of fields.

Too much consideration cannot be given to carrying out this purpose. One of the real tests of the effectiveness of reading instruction in the intermediate grades is the amount and character of the voluntary reading that children do. Although in some localities there has been improvement during the past few years in increasing the amount and quality of children's voluntary reading, the present situation is nothing to be particularly proud of. Surveys show that the voluntary reading of intermediate grade children is, in general, too small in amount, too low in quality, and too limited in scope.

D. Experience in Oral Reading

From the standpoint of children's needs outside the school, instruction in oral reading is still important. Furthermore, the best teaching of literature requires that many

stories, plays, and poems be read aloud by the children if the creation of tastes for literature is to be fostered adequately. A fourth purpose of reading instruction during the intermediate grades, therefore, is to provide adequate opportunity for instruction in and the use of oral reading. Hence it seems reasonable to expect a basal reader to provide opportunity for oral reading activities.

It must be made clear, however, that sensible oral reading activities always involve an audience situation. A pupil should read aloud because he has a piece of information or an interesting selection which he wants or needs to share with his classmates. Members of his audience should listen to his reading because they need the information he reads in order to carry out some purpose, or because his selection is new or interesting to them.

II. A FEW IMPORTANT FEATURES OF THE TEXT

1. *Character of the content of the text.* The text which this manual accompanies presents a wide variety of content including stories, poetry, folk tales, legends, biography, social studies, history, many of the sciences, engineering, travel, and other fields of human interest. The selections have been written and chosen in terms of their literary quality and interest appeal. This offering of a wide variety of interesting content should help in aiding the child to create an interest in reading good material in many different fields.

2. *Organization of the text.* The text is divided into six units. Each of these units seeks to develop a basal purpose or theme. The different reading selections, pictures, and activities included in a given unit were chosen with this purpose in mind. It should be clear, therefore, that the

various stories, poems, informative selections, pictures, and activities within a given unit must be considered and handled in the classroom, not only as matters that are interesting in their own right, but also as contributors to the realization of the purpose of that unit.

3. Provision for reading readiness. In order to improve the understanding with which pupils will read the text, and in order to help them learn to demand meaning in reading the various selections, literary or informational, provision has been made for the development of readiness to read each unit. In this manual, the teacher will find concrete suggestions for carrying on an *informal* discussion among the pupils *before* the reading of the unit is begun. In the text, the first part of each unit is composed of a series of photographs which are to be used with accompanying questions for the purpose of stimulating the discussion among pupils. *The whole purpose of this discussion, stimulated by the photographs and questions, is to help the child construct basal concepts or understandings needed in reading the unit, to make him familiar with the spoken symbols of these concepts, to develop facility for him in using the English language, and to help him create a desire to read the unit.*

Great care must be used in handling the discussion. As a builder of reading readiness, the discussion, with the use of the photographs, is a constructive activity. The purpose is to help the pupil to acquire essential concepts or understandings which he may not possess at all, and to clarify and broaden those which he may possess vaguely or narrowly. The teacher should understand clearly that it is *not* a testing or quizzing activity by which she attempts to discover whether the pupils have concepts necessary for reading the unit, or whether they are able to recognize printed word

forms included in the unit. It is *not* an activity in which the teacher asks questions and accepts perfunctory answers from the pupils.

Thus this pre-reading discussion should be free and informal. Pupils should be encouraged to talk back and forth about the experiences they have acquired through firsthand investigation, observation, reading, or listening, and which are related to what the photographs show. While the teacher must not resort to formal quizzing, she should direct the discussion as a co-operating member of the group. Her job, on the one hand, is to avoid aimless and frivolous talk with which the pupils soon become bored, and, on the other hand, to keep away from discussions that are so heavy and analytical that they kill the interest of most pupils. The satisfaction of discovering and sharing interesting information and opinions should pervade the entire discussion. The development of meanings and concepts needed for reading the unit should be the conscious purpose of the teacher, and the sure but unassigned result for the pupil.

In all informal discussions where opinions are expressed and questions are asked as freely as they should be, the teacher must expect the pupils, at times, to make incorrect answers to questions and to give inaccurate and vague statements. Complete answers to some questions may develop as the study of the unit progresses. A pupil should never be made to feel that he can enter the discussion only if he knows the complete answer to the question, or holds an opinion that is certain to meet the approval of the teacher. The teacher must hold fast to the idea that her job is not primarily one of discovering what the pupils know, but of helping them *to know more and to know it better*.

The questions and comments that are given in the manual for the reading-readiness period are, of course, only suggestive. Questions and comments which the pupils themselves originate during discussions are most valuable for the work, even though some of them wander afield at times. The length of time devoted to the pre-reading discussion should be determined by the requirements of the class. Several days might be spent with profitable results. Children should be encouraged to bring to the discussion other pictures, books, objects, and related materials that bear on the subject.

4. *Provision for reading-study skills.* At appropriate points in the text, opportunities for the use of reading-study skills are provided in connection with the utilization of particular selections especially suited to this purpose. This manual includes a chart for each unit, indicating which selections in that unit are adapted to the application of a given study skill. Illustrative exercises are also provided.

5. *Provision for oral reading activities.* Oral reading situations are described in this manual, and they are also embodied in the text. Experiences in oral reading are suggested to pupils by the reading activities of the book-children in the text. The text provides suitable prose and poetry selections for oral reading purposes. Important types of oral reading situations inherent in the text are (1) poetry hours, (2) dramatizations, assemblies, etc., (3) reading directions and recipes when all pupils need to hear them, (4) reading plans made by the class, (5) library hours, and (6) reading individual reports.

6. *Provision for encouraging further reading.* In addition to stimulating an interest in reading in various fields by means of its varied content, the text encourages further

reading by presenting an annotated bibliography of related reading selections at the close of each unit. Furthermore, the first unit in the text is a library unit which introduces the use of the library and varied source materials, and whets the child's appetite for reading interesting materials of a literary type.

7. Provision for activities that may grow out of reading.

The ultimate test of whether the child has acquired a definite interest in reading is his voluntary use of reading to further a special interest aroused by the material read. At appropriate points in the text, usually at the close of each prose selection, suggestions are offered relative to activities which may be carried on by the pupils. Furthermore, the activities the book-children engage in will serve as stimulation. While many of these "things to do" represent a departure from the traditional type of activity suggested in many basal readers, their most important characteristic is that they constitute a sharpener, a utilization, to carry on similar activities, and a test of understandings which should be acquired through the reading of the selection.

III. INSTRUCTIONAL READING TESTS FOR THE INTERMEDIATE GRADES ¹

FORMS A, B, AND C

The copies of the Intermediate Grade Reading Tests which appear in the following pages have been prepared by Dr. M. J. Nelson, Dean of the Faculty, Iowa State Teachers College. Similar tests, part of the series, will

¹ These tests, equipped with a Clapp-Young Self-Marking Device, may be purchased at a very reasonable price from the publisher, Houghton Mifflin Company. The use of the Clapp-Young Self-Marking Device makes scoring very simple and accurate and makes it possible to secure the score on each part of the test as well as the total score in a remarkably short time.

be found also in the manuals for *Exploring New Fields* and *Highways and Byways*.

Nature and Purpose of the Tests

The tests included in this manual are designed to serve as a measure of reading ability of pupils in grade five. There are three forms of each test. Although the tests may be used at any time that the teacher or administrator sees fit, it is suggested that Form A be used near the beginning of the year, Form B about mid-year, and Form C near the close of the year. With such a testing program, it is possible for the teacher to note whether the progress of the class as a whole and of individual pupils has been satisfactory. In addition to indicating progress in the general processes of reading, the tests are so devised as to be somewhat diagnostic. The questions on each paragraph in these tests have been designed as at least a partial measure of pupils' "reading readiness" in the intermediate grades. They will reveal: (1) the extent of the pupils' background for making meaning for a selected group of words that appear frequently in intermediate reading, and (2) understanding of and ability to handle intelligently common language relationships.

Each test consists of eight paragraphs, and each paragraph is followed by a series of four questions. The questions preceded by the letter *A* are designed to determine whether the pupil appreciated the general significance of the paragraph. The questions preceded by the letter *B* are designed to test the pupils' ability to note details in the materials read. The questions preceded by the letter *C* are designed to determine the pupils' ability to understand the logical outcomes of the events described or the probable next steps taken by the characters involved. Finally,

questions preceded by the letter *D* test the pupils' understanding of certain vocabulary items which are found in readers designed for the grade in question or for the previous grade. Each question is arranged in four-response form. The four questions appear in varying order so that any particular "mind-set" is avoided. It is felt that this makes for a more natural reading situation.

The total score possible on each test is 32. This is evenly divided among the four different types of questions; thus a perfect score would permit 8 points each on the *A*, *B*, *C*, and *D* items.

The time limit for each test is fifteen minutes, which gives each pupil sufficient time to indicate his comprehension of the material. Only a very few slow readers will fail to finish the tasks in the time allowed. Thus the pupils' "power" in reading as contrasted with their ability to read rapidly is the chief factor measured. It is the opinion of the author of the tests that tests which are to be used frequently should not place undue emphasis on the speed factor, since to do so tends to create nervous tensions which are undesirable. For those who prefer a longer and more comprehensive test, such tests as the Nelson Silent Reading Test are recommended.

The materials are original. Care has been taken to make the subject matter of interest to the pupils in the grades involved. In trying out the material the authors have carefully considered pupil reactions to each item. The items that now appear in these tests are those to which most pupils react favorably.

Validity and Reliability

The validity of the tests is assured by the care with which

they have been constructed and tried out. The vocabulary conforms to that found in carefully written readers of recent publication. No correlations of scores with those made on other reading tests are as yet available. The author will be happy to have any information of this sort that may be obtained by users.

The reliability of the tests has been carefully checked and the coefficients of correlation between any two forms designed for the same grade range from .85 to .89. The probable errors are in each case $\pm .02$. Additional information concerning both validity and reliability as well as norms will be made available as soon as possible.

Directions for Administering

Have the pupils clear their desks of all other materials. See that each pupil has at least one pencil. Two are preferable in order that the pupil's work may not be upset because of mishap to a pencil. Then say, "We are to have a little reading test that I am sure you will like. Let us read the directions together." Read the sample paragraph and questions asking for answers, and explain how the answers should be indicated — simply by crossing out the number of the correct response.

Sample:

Pal was the name of the snowy white dog, and what a pet of the family he was! Carol loved to dress him up especially when it was cold. Pal seemed to enjoy it quite as much as she did, for he would lie flat on his back with all four feet in the air while she slipped on the shoes that her doll had once worn. Then came the green sweater which Carol had worn when she was a baby and Pal was ready for a walk in the snow. Pal had a great fondness for chasing squirrels. One day as they started out, a squirrel was playing just outside the door. Pal was out of the house with a

bound, but the squirrel was quicker and was up a tree in an instant.

- A. A good name for this story would be: (1) The Dog's Sweater; (2) The Squirrel in the Tree; (3) Carol's Pet, Pal; (4) Cold Weather..... 1 2 3 4
- B. The dog's sweater was: (1) black; (2) white; (3) yellow; (4) green..... 1 2 3 4
- C. What do you think Carol and Pal did next? (1) went for a walk; (2) went back to the house; (3) ate the squirrel; (4) forgot the baby. 1 2 3 4
- D. Fondness means: (1) ease; (2) hate; (3) finding; (4) liking..... 1 2 3 4

When the questions have been answered, say, "If you find that you have made a mistake and marked the wrong answer, do not erase. Just draw a circle around the wrong answer and then mark the right one." Be sure the pupils understand this direction. It may be well to illustrate on the blackboard.

Directions for Computing Scores

Scores on the different parts of the test should be obtained separately. First, count all the correct answers on the *A* items and indicate that number; then, count the correct answers on the *B* items; next, those on the *C* items; and finally, those on the *D* items.

Norms

In view of the fact that these tests are designed for diagnostic as well as for rapid survey purposes, less attention has been paid at this time to the development of adequate norms. Such norms will be provided as users report their results. In the meantime, results from a limited number of

cases indicate that when the tests are used as suggested above, namely, Form A at the opening of the school year, Form B at mid-year, and Form C at the close of the year, pupils will average a score of 25 on each test. This score will be distributed as follows:

A — 6

B — 7

C — 6

D — 6

Application of the Results

Very low scores on any part of these tests indicate that the pupil needs some sort of remedial treatment in order to help him read more effectively. The kind of treatment needed varies greatly with the individual pupil and only a few suggestions are offered here. There are several volumes, however, which have for their purpose the treatment of poor reading habits or abilities.

A very low score on the *A* items indicates a deficiency in grasping the general significance of the materials read. This is frequently the result of "lazy" reading. The pupil has not formed the habit of demanding meaning for what he reads. Much of his silent reading is thoughtless mental word calling. Abundant materials such as may be found in newspapers, magazines, and easier stories of various types should be supplied, together with questions about the general content of the materials read. Articles in which irrelevant statements occur from time to time may also prove helpful if the pupil is asked to indicate those which do not contribute to the main thought of the story.

A very low score on the *B* items indicates that the

pupil is very inattentive to details and suggests that more attention should be given to having the pupil answer questions about the more minute details of the materials read. Of course, it is easily possible to overemphasize the importance of minor details and the teacher must guard against that, lest the reading rate become too slow and lest the general significance of the material be neglected.

A very low score in the *C* items indicates inability to predict probable outcomes or next steps. It can often be associated with failure to understand language relationships which demand the modification of one concept by another. Since ability to understand the general significance of a story is essential in predicting probable outcomes, success in the *A* items is usually, but not always, associated with success in the *C* items. Paragraphs devised or found by the teacher which are similar in nature to those in the tests will be helpful in bringing up this ability as will also the practice of stopping a pupil as he is reading through a selection and asking him to suggest the next part of the story or paragraph.

A very low score on the *D* items indicates, of course, a limited speaking and reading vocabulary. It suggests that the pupil has not the background of experience with which to make meaning. Pictures, oral conversations about different topics, dictionary drills, word games, picture-word matching exercises, and the like often produce good results, but the pupil must understand that it is the reading of paragraphs and sentences which is sought rather than the mastery of isolated words. In some instances low mental ability is associated with limited vocabulary, but in almost every instance much improvement is shown by the pupil who reads widely. It is, of course, a truism that many of

the reading difficulties which a pupil may possess tend to disappear when he is motivated to read widely. On the other hand, a pupil who has extreme difficulty in some phase of reading can hardly be motivated to read widely.

FORM A

I. Dan was only fifteen years old when his father died. As Dan was the oldest of five brothers and sisters, he had to find a job to help support the family. Day after day Dan went from place to place looking for work, just any work. Jobs were hard to find. Dan didn't let himself get discouraged. He kept searching for the job he had to have. Then one day he called on Mrs. Black, wife of Major Black, one of the most highly respected men in the town. She offered Dan the job of helping her in the kitchen. As Dan had often helped his mother in the housework, he took the job at once. For the first few days, however, he wasn't entirely happy. He feared that Major Black wouldn't think much of a boy who worked in a kitchen. Then one day, when Mrs. Black was very busy, the Major himself walked into the kitchen, put on an apron, and helped Dan prepare a roast for dinner. "If a great man like Major Black can do such work, it must be all right for me," thought Dan as he went home rejoicing that evening.

B. How many brothers and sisters did Dan have?

(1) one; (2) two; (3) three; (4) four. I 2 3 4

D. Rejoicing is a feeling of: (1) sadness; (2) disgust; (3) gladness; (4) anxiety. I 2 3 4

A. What sort of boy was Dan? (1) plucky; (2) lazy; (3) stupid; (4) carefree. I 2 3 4

C. How did Dan feel about his work after the Major had helped him? (1) worse; (2) better; (3) terrible; (4) dissatisfied. I 2 3 4

2. Sing Wu was a trustworthy boy who wished to do right. One morning, on his way to school, he remembered what Miss Lee, his teacher, had said just the day before: "You children are very bad; you give me great pain." Because Sing Wu didn't want to give his teacher pain, he decided not to go to school again. He wandered over to a park which was near the ocean and sat down to watch the ships go by. For a while he looked at them dreamily. Then suddenly he sat up straight and forgot the ships entirely. A new thought had come to him. If the truant officer should find him out there in the park during school hours, Sing Wu's father would get into trouble. When a Chinese child is bad, his father is blamed for not bringing him up properly. Getting his father into trouble would be much worse than giving Miss Lee pain, Sing Wu thought as he got to his feet and started walking away hurriedly.

- D. A trustworthy boy is: (1) wicked; (2) small;
 (3) sad; (4) reliable I 2 3 4
- C. Where did Sing Wu go next? (1) to school;
 (2) home; (3) on a boat; (4) to bed I 2 3 4
- B. Where did Sing Wu sit? (1) in the street;
 (2) on the roof; (3) near the ocean; (4) in the
 schoolyard I 2 3 4
- A. What kind of boy was Sing Wu? (1) bad;
 (2) good; (3) black; (4) Japanese I 2 3 4

3. Early this spring, near my cabin in the peaceful wilderness, far from the noise and crowds of the city, I watched a pair of robins raise their little family. When I first saw them, they were building their nest. Soon it was completed and five blue eggs lay in it. A few days more, and a tiny robin was hatched from each egg. How busy the parents became then, finding and bringing in food

for those five hungry children! Day after day, from early morning until dark, the hard work went cheerfully on. And how fast the little birds grew! Then one morning Father Robin seemed to have something on his mind. He didn't hunt bugs and worms as usual. No, he stayed near the nest and seemed to be arguing with Mother Robin. Perhaps he was saying, "I think these children can fly now and help to find their food. Let's push them out and make them try their wings." Mother Robin must have said, "Let's wait a day or two," for it was not until two days later that the children were taken out of the nest and one by one pushed off a branch of the tree.

C. What do you think the little robins did next?

(1) flew far away; (2) flew south; (3) learned to fly; (4) ate worms. I 2 3 4

A. A good name for this story would be: (1) The Wilderness; (2) The Robins Raise a Family; (3) The Robins Go South; (4) The Speckled Eggs I 2 3 4

B. How many young robins were there? (1) one; (2) two; (3) six; (4) five. I 2 3 4

D. In a wilderness one might find many: (1) trees; (2) houses; (3) people; (4) cows. I 2 3 4

4. Early that morning Roland had begun work with enthusiasm, but by ten o'clock he was getting a bit tired of carrying out rubbish, dusting off shelves, and moving things from one corner to another. But in spite of aching muscles, Roland worked on manfully, for he and his father had promised that they would clean up the attic before they went fishing. Finally, after another hour, his father said, "There, that looks clean and tidy enough for anyone."

A. Which of these things did Roland like best?

(1) carrying rubbish; (2) work; (3) fishing; (4) cleaning the attic. I 2 3 4

- B. At what time did they finish cleaning the attic? (1) nine o'clock; (2) ten o'clock; (3) eleven o'clock; (4) twelve o'clock. I 2 3 4
- C. What do you think they did next? (1) dusted more shelves; (2) moved the furniture; (3) worked; (4) went fishing. I 2 3 4
- D. A person with enthusiasm shows: (1) interest; (2) fatigue; (3) indifference; (4) tidiness. I 2 3 4

5. Our regiment of artillery was making its way to the front for the first time. We had marched all day to arrive in the little deserted town of Benny for the night. While we were tying our horses to the usual "picket-line" out on a grassy slope and the tired men were getting ready for the night, we were alarmed to hear a plane coming, flying very low. As we looked up, the pilot waved to us and we noticed that his plane carried the colors of the American air force. Certainly this fellow meant to do us no harm, we thought as we waved back at him. We were heedless of the warning that enemy planes sometimes carried our colors. Soon shells began bursting about us and then we realized that the "friendly" pilot was directing German artillery fire on us.

- C. How do you think we acted toward airplanes after this? (1) We were more careful; (2) We waved at all the pilots; (3) We shot at them all; (4) We were more careless. I 2 3 4
- A. This story tells about: (1) a great battle; (2) an airplane fight; (3) our first bombing; (4) the town of Benny. I 2 3 4
- B. What colors did the plane carry? (1) American; (2) French; (3) English; (4) German. I 2 3 4
- D. A person who is heedless of danger is: (1) careless about it; (2) careful of it; (3) afraid of it; (4) angry about it. I 2 3 4

6. Albert was not especially fond of building birdhouses, but he liked birds so well that during the winter he had built houses for bluebirds, for swallows, and for the little house wrens. As soon as spring came, he put up the houses and fastened a "To rent" sign to each. His first renters were a pair of wrens. Very quickly they chose for their home a little house with a door too small for any other birds to enter. In that snug little house those wrens began to build their nest of bits of grass and withered sticks. One day when they brought in some sticks that were too long to fit the house, they found it almost too small for their own use. They had to work and work with the troublesome things.

- D. Withered sticks are: (1) clean; (2) dry; (3) fresh; (4) long. I 2 3 4
- B. Albert built some houses for: (1) sparrows; (2) woodpeckers; (3) swallows; (4) robins. . . I 2 3 4
- C. What do you think the wrens did? (1) finished their nest; (2) took the bluebird's house; (3) flew away; (4) found a new house. I 2 3 4
- A. What is a good name for this story? (1) Birds for Sale; (2) Building Homes; (3) The Swallows; (4) The Wrens Make a Home. . . . I 2 3 4

7. John had listened often to the old lumberman's fabulous stories of log-riding contests in days gone by. Although John knew that the tales were not to be taken seriously, they had made the sport sound so interesting that he had entered the log-riding contest. It was a foolish thing for him to do, for he had scarcely tried the sport. He realized that now, as he saw that the river, swollen by recent rains, was running very swiftly. In log-riding, each contestant had to push a log out into the

stream at a certain place, and to stand on it until it floated ten rods down the river. John got his log out into the stream nicely and was almost halfway to the goal when his foot slipped and into the swift water he went. We all gasped, but were quickly relieved to see powerful Mike pulling his boat over to the struggling John.

- A. What kind of sport is log-riding? (1) easy;
(2) dangerous; (3) everyday; (4) clumsy 1 2 3 4
- D. Fabulous stories are those which are: (1) real;
(2) easy to tell; (3) true; (4) hard to believe. 1 2 3 4
- C. What do you think happened next? (1) Mike
pulled John into his boat; (2) John ran to
shore; (3) John won the race; (4) John scolded
Mike 1 2 3 4
- B. John had tried log-riding: (1) a thousand
times; (2) very often; (3) only a little; (4) all
his life 1 2 3 4

8. The Coover family had recently arrived in Salt Lake City for a three-day visit and were comfortably settled in a fine hotel. "We must get out to the lake before we leave," urged William who had heard much about this remarkable body of water. So on the following afternoon they drove out to the lake to take a swim. How easy it was to float on the surface! Joyce who was a poor swimmer enjoyed it most of all. They were having such a good time that no one noticed a big black cloud coming up. Suddenly there was a flash of lightning and almost at once the wind blew up great waves.

- D. Anything that is remarkable is: (1) large; (2)
small; (3) usual; (4) unusual 1 2 3 4
- C. What do you think they did next? (1) hurried
to shore; (2) played on in the lake; (3) went
to sleep; (4) sang some songs 1 2 3 4

- B. How did the Coovers go to Salt Lake? (1) by streetcar; (2) by train; (3) They drove out; (4) They walked. I 2 3 4
- A. What were the Coovers doing in Salt Lake City? (1) moving; (2) fishing; (3) working; (4) visiting. I 2 3 4

FORM B

1. "The very next afternoon we went to a huge museum," continued Helen in telling of her visit to the great city. "There were all sorts of rooms. One of them had nothing but dresses that the wives of some of our presidents had worn. Another one contained a great many automobiles, from the very earliest models to the more recent ones. In one big room there were skeletons of prehistoric animals and it was there that we had a chance to see a dinosaur egg. We must have walked for miles just in that one building, for we were there all afternoon. We were all about starved when we came out."

- B. At about what time did Helen leave the museum? (1) at one o'clock; (2) at three o'clock; (3) at nine o'clock; (4) at six o'clock I 2 3 4
- D. A dinosaur is a: (1) big bird; (2) huge ancient animal; (3) little bird; (4) flying fish. I 2 3 4
- A. A good name for this story would be: (1) The Early Models; (2) Dress Show; (3) A Trip to the Museum; (4) Prehistoric Animals. I 2 3 4
- C. What do you think they did next? (1) visited another room; (2) went out for a walk; (3) went to dinner; (4) went to breakfast. I 2 3 4

2. The amount of rainfall in different sections of the United States varies widely. In Phoenix, Arizona, for example, the total rainfall for a whole year is usually less

than eight inches. In New Orleans, however, an average of almost five inches of rain falls every month. Perhaps those statements don't mean much to you. Well, think of them in this way. If all the rain that falls on any place could be held there and not allowed to run off or dry up, the water in Phoenix at the end of a year would be only a little more than ankle-deep. But in New Orleans no one but a tall man could stand on the ground and keep his chin above water. Because rainfall varies so much in different parts of the country, even half an inch of rain in a region of light rainfall might be considered an enormous downpour, while in New Orleans, it would be hardly enough to call a shower. What do you suppose the people in a little town near Phoenix thought and said when in one night an inch of rain came down?

- D. Enormous means: (1) very small; (2) very large; (3) usual; (4) precious. I 2 3 4
- A. A good name for this story would be: (1) New Orleans; (2) Rainfall in the United States; (3) The World's Rainfall; (4) Phoenix. I 2 3 4
- C. How did the people in the small town near Phoenix probably feel about the rain? (1) They thought little of it; (2) They talked about it for a long time; (3) They thought it quite usual; (4) They never mentioned it. . . . I 2 3 4
- B. The yearly rainfall in New Orleans is about: (1) twenty inches; (2) forty inches; (3) sixty inches; (4) one hundred inches. I 2 3 4

3. The act of the aerial performers in the carnival had fascinated the downtown crowds for many days. Only Mr. and Mrs. High had been performing, but Marie, twin sister of Mrs. High, was in the city also. As she often worked with Mr. High, she was able and ready to take her

sister's place at a moment's notice. On the last day of the carnival, as Mrs. High was hurrying into the hotel to get ready for the final performance, she tripped and fell against the door. A sharp pain shot through her shoulder, but she merely laughed about it and went to her room, expecting to feel better in a moment or two. As she was dressing, however, the pain continued, and by the time Mr. High came for her to start their act, she knew that she did not dare to attempt it. She must rest for a few days.

- C. What do you think happened next? (1) Mr. and Mrs. High put on their act; (2) Marie took her sister's place; (3) Mr. High went home; (4) The act was called off. I 2 3 4
- B. How many performances were there left to give? (1) one; (2) two; (3) three; (4) four. . . I 2 3 4
- A. A good name for this story would be: (1) Mr. and Mrs. High; (2) Mrs. High is Injured; (3) Marie is Hurt; (4) The Downtown Crowds. I 2 3 4
- D. A crowd that is fascinated is: (1) disgusted; (2) hurt; (3) fearful; (4) delighted. I 2 3 4

4. This is an old war story from France where the enemy had captured a piece of mountainous country wherein dwelt Pierre and his father. Because Pierre's father had been one of the leaders in trying to stop the enemy, he was sent for and sentenced to be shot. Pierre pleaded for his father and asked that he might pay the penalty himself. After some discussion the commanding officer said to Pierre: "If you will circle yonder mountain by walking on the rocky ledge, I will spare you both." It seemed to be an impossible task, for in places the ledge was only an inch wide, but Pierre agreed. After tremendous hardships he

succeeded in circling the barren mountain and returned to the enemy camp.

- B. Pierre's father had tried to: (1) help the enemy; (2) circle the mountain; (3) pay the penalty; (4) stop the enemy..... 1 2 3 4
- C. What do you think happened next? (1) Pierre was shot; (2) Pierre's father was shot; (3) Pierre and his father were shot; (4) Pierre and his father were saved..... 1 2 3 4
- D. Barren mountains are: (1) full of forests; (2) grass-covered; (3) bare; (4) gently sloping... 1 2 3 4
- A. A good title for this story would be: (1) The Brave Pierre; (2) The Brave Enemy; (3) Mountainous Country; (4) Pierre's Father.. 1 2 3 4

5. "It was a terrifying experience and one I will not soon forget," said the teacher of the one-room country school. "The tornado swept down upon us at about 3:30, just a few minutes before school would have been dismissed. Before we knew what was happening, our little building was lifted bodily off its foundation and we were carried aloft for what seemed to be many minutes. Probably it was only a few seconds. The pupils were glued to their seats in horror and I remained rooted to the place where I was standing. I remember looking out of a window and seeing the carcass of an unfortunate pig float by. Suddenly we were set down again in a plowed field with no damage done except that a few windows were broken."

- A. A good title for this story would be: (1) Keeping School; (2) School is Dismissed; (3) Riding Through the Air; (4) The Unfortunate Pig 1 2 3 4
- B. When the building was carried away, the pupils: (1) rushed to the door; (2) wrote on

the blackboard; (3) remained standing; (4)

remained seated I 2 3 4

C. What do you think the pupils did next? (1)

went home; (2) went to the hospital; (3)

studied their lessons; (4) moved the school-

house back I 2 3 4

D. The carcass of a pig is his: (1) tail; (2) body;

(3) head; (4) ears I 2 3 4

6. One of the most heroic names in history is that of Louis Pasteur. Yet Pasteur was neither a great general nor a great statesman. His battles were fought in the laboratory with microscopes, microbes, and test tubes. The world owes a great debt to this industrious worker for it is through his efforts that we have a method of partial sterilization of milk, vaccines for many diseases, a cure for hydrophobia, and many other helpful discoveries. It is told that he was once offered a very splendid position which he refused because it meant neglecting his studies.

D. Vaccines are used mainly for: (1) cure of

disease; (2) making milk harmless; (3) filling

things up; (4) preventing disease I 2 3 4

A. Pasteur was very eager to: (1) make money;

(2) help others; (3) help himself; (4) become

famous I 2 3 4

C. What do you think Pasteur did after refusing

the position? (1) gave up his work; (2) took

a long vacation; (3) continued his experi-

ments; (4) retired I 2 3 4

B. Pasteur's discoveries were made through:

(1) lucky accidents; (2) the help of friends;

(3) hard work; (4) his high position I 2 3 4

7. One of the many legends about the emperor Charlemagne tells of some of his people who were tormented by

some brigands in the southern part of Spain. One time when he was in central Spain, Charlemagne sent messengers to the brigands to ask them on what terms they would keep the peace. The messengers were treated well and were told to assure their king that they were no longer enemies. Charlemagne was inclined to believe them, but when he withdrew to France, he left his favorite nephew, Roland, with a small body of men to guard the pass through which the brigands would have to pass should they pursue. The brigands did pursue and Roland and his men fought them desperately for several days. As soon as Charlemagne heard of the battle, he hurried to the pass only to find all of the men killed and Roland dying of his wounds.

- D. When one is tormented, one is: (1) entertained; (2) bothered; (3) well-received; (4) let alone. I 2 3 4
- A. What word describes Roland? (1) cowardly; (2) brave; (3) tricky; (4) childish. I 2 3 4
- B. Charlemagne was Roland's: (1) father; (2) nephew; (3) uncle; (4) grandfather. I 2 3 4
- C. How did Charlemagne feel about Roland's death? (1) happy; (2) hopeful; (3) sad; (4) unconcerned. I 2 3 4

8. Roy was a shepherd boy whose dog, Shep, was often a benefactor of the sheep. One day while Roy was taking a nap in the shade of a tree, a little lamb fell over the edge of a cliff and landed on a ledge several feet below. It was not seriously hurt, but it was terribly frightened. Shep woke Roy at once and led him to the edge of the cliff. Roy tied a rope to a tree and climbed down to get the lamb. When he tried to go back, however, he realized that he could not climb up with the lamb in his arms. He

couldn't climb down from the ledge, for below it was a drop of more than a hundred feet. After thinking awhile, he tied the rope around the lamb and told Shep to pull. Shep seemed to understand immediately and pulled the poor lamb to the top of the cliff. Then he managed to untie the lamb and dropped the rope over the cliff again.

- C. What do you think Roy did next? (1) went to sleep; (2) untied the rope from the tree; (3) climbed up by means of the rope; (4) scolded Shep. I 2 3 4
- B. The lamb was: (1) seriously hurt; (2) completely lost; (3) sound asleep; (4) badly frightened. I 2 3 4
- D. A benefactor is: (1) a shepherd; (2) a lamb; (3) an enemy; (4) a helper. I 2 3 4
- A. A good title for this story would be: (1) The Lamb and the Rope; (2) Shep Comes to the Rescue; (3) A Frightened Lamb; (4) Roy Goes to Sleep. I 2 3 4

FORM C

1. Cats and dogs seem to be natural enemies of each other, even though here and there a cat and a dog brought up in the same home do get along well together. Buster, a saucy-looking, overgrown pup, was almost a year old when the first cat came into his home and life. She was a sweet-looking kitty, with a crimson mouth, but Buster felt no love at first sight. Instead, he started for her at once. As no trees were near, he soon had the kitty cornered in the garage. For a moment they stood glaring at each other. Then bravely, but slowly, Buster advanced to devour her. When they were about a foot apart, the cat suddenly flew into action as if she were filled with steel

springs or dynamite, or both. She sprang into the air, landed on Buster's head, and began to bury four sets of sharp claws in his face. The surprised and shocked Buster yowled and tried to get away from the vicious tiger, but he couldn't. If James had not come along and separated the fighters, the cat might have scratched out Buster's eyes. After that, when Betty wished to make Buster tremble and look unhappy, she made a noise like that of an angry cat.

- A. What title would you use for this story? (1) Betty and Buster; (2) Buster Meets a Cat; (3) The White Cat; (4) Buster's Meal..... 1 2 3 4
- D. Crimson is: (1) cruel; (2) criminal; (3) red; (4) pink..... 1 2 3 4
- B. How many years old was Buster? (1) one; (2) two; (3) three; (4) four..... 1 2 3 4
- C. How did Buster act toward cats after this? (1) kindly; (2) lovable; (3) afraid; (4) friendly 1 2 3 4

2. It was not until the wedding festivities were over that the happy bride, now Mrs. Harper, found the two lacquered boxes decked with jewels. She knew that no one could have brought such lovely gifts except her uncle, Robert Snow, or her husband's father. She was also certain that both boxes were from the same person, for they were exactly alike in every way. As she admired them, she looked carefully for something to show who had left them. She had a feeling that the giver would have his initials tucked away somewhere, and she was right; on the bottom of each box she found the hand-carved initials W. J. H.

- B. When did the bride find the boxes? (1) just before the wedding; (2) after the wedding

party; (3) the day before the wedding; (4)

before the show. I 2 3 4

A. What would be a good name for this story?

(1) Robert Snow; (2) The Happy Bride; (3)

The Jewels; (4) The Bride's Present. I 2 3 4

D. A lacquered box is: (1) small; (2) varnished;

(3) gold; (4) unpainted. I 2 3 4

C. Who gave the bride the boxes? (1) her uncle;

(2) her husband's uncle; (3) her husband's

father; (4) her father. I 2 3 4

3. "Where is Andy?" demanded the red-coated officer.

"Andy!" cried Sarah with pretended surprise, "Is that rascal in these parts? He'd better not let me catch him in this house." "Well, we think he's here," said the officer, "and if you can tell us where, it will save you a lot of trouble." "Well, you know I can't move very easily, what with my poor foot and rheumatism, but you're welcome to look around. If he has sneaked in, he might get to the attic without my knowledge." After a prolonged search, the officer was forced to admit that he must be mistaken.

D. A prolonged search is: (1) short; (2) careless;

(3) inhuman; (4) long. I 2 3 4

B. Where did Sarah suggest that the officers

search? (1) in the attic; (2) in the basement;

(3) in the closet; (4) in the kitchen. I 2 3 4

A. A good title for this story would be: (1) The

British Officer; (2) The Search for Andy; (3)

Andy is Found; (4) Sarah Moves Around. I 2 3 4

C. What do you think the officer did next? (1)

continued the search; (2) pulled Andy out;

(3) went away; (4) came into the house. I 2 3 4

4. "My father was the most kindhearted man I have ever known," relates the son of an eminent zoologist.

"I recall that one day when we were riding in our car a chicken started across the road just in front of us. Father, who was driving, swerved the car sharply, but did not succeed in missing the reckless chicken entirely. As rapidly as he could he stopped the car and got out, saying that the chicken's leg must be broken. We watched him as he walked back and picked up the helpless fluttering fowl."

- D. A zoologist is a specialist in: (1) plant life;
(2) animal life; (3) music; (4) history. 1 2 3 4
- C. What do you think father did next? (1) threw
the chicken away; (2) walked back to town;
(3) let the chicken lie; (4) tied up the chicken's
leg. 1 2 3 4
- B. How many people walked back to the chicken?
(1) only father; (2) two; (3) three; (4) four. 1 2 3 4
- A. A good title for this story is: (1) Riding; (2)
Father's Car Strikes a Chicken; (3) Father
Goes for a Walk; (4) The Swerving Car. 1 2 3 4

5. George was eager to see Congress at work. Though he was only twelve years old, he had come to Washington with the one purpose in mind of seeing the halls of Congress. In those halls he hoped some day to have a place and he had begun making his plans accordingly. He had made up his mind to study law, for it seemed that lawyers had the best chance of being elected to Congress. To go to see anything but Congress seemed like a waste of time. So it was with some impatience that he went with his family to visit the Library of Congress and to see the magnificent Supreme Court building. Afterwards he did admit that he found things to interest him in both places, but his thrill of real excitement began as the family started to mount the broad steps leading to the Capitol.

- A. A good title for this story is: (1) The Supreme Court; (2) The Library of Congress; (3) A Trip to Washington; (4) A Law Student. . . . I 2 3 4
- D. A magnificent building is: (1) small; (2) empty; (3) splendid; (4) ancient. . . . I 2 3 4
- B. George hoped some day to be a: (1) Supreme Court Justice; (2) Librarian; (3) Convention Delegate; (4) Member of Congress. . . . I 2 3 4
- C. What do you think they visited next? (1) Congress; (2) The Supreme Court; (3) The Library of Congress; (4) The White House. . . I 2 3 4

6. It was a terrific night at sea when the little steamer, *DeForest*, grounded as it approached the rocky shore. So badly was she treated by the rolling sea that only the one lifeboat nearest the stern could be launched, and into this crowded the forty-two passengers and the crew of twelve. Fortunately they were near a lighthouse, but could any help be sent them from the barren shores on a night like this? It was soon plain that the keeper had seen them for as they approached the jagged shore they could see him preparing to shoot out the life line. The first shot fell short; several were close but just out of reach. But the keeper was a man of perseverance and the fifteenth shot was successful. How good it felt to have even this slender contact with land!

- B. How many persons were in the lifeboat? (1) twelve; (2) forty-two; (3) fifty-four; (4) thirty I 2 3 4
- C. What do you think happened next? (1) The lifeboat was pulled ashore; (2) The keeper went back to bed; (3) The lifeboat sank; (4) The steamer struck a rock. . . . I 2 3 4
- D. A man with perseverance does not: (1) try; (2) do well; (3) care; (4) give up. . . . I 2 3 4

- A. The best title for this story would be: (1)
 Launching a Lifeboat; (2) Shipwrecked; (3)
 The Ship's Crew; (4) The Rocky Shore..... 1 2 3 4

7. That evening there was great excitement in the family. Lucy had failed to appear. Like many other children, Lucy had one possession that she preferred to all others. It was a little blue pillow that she carried with her wherever she went. That day Mother had been helping in the fields while Ellen, who was only 5, was left to take care of Lucy. But Ellen had kept poor watch, and Lucy had wandered away, Ellen could not tell where. Tom felt sure that she was still near home and probably asleep, but everyone else thought that if she were near, the tumult that had been made would surely have awakened her. So they spread out for the search, agreeing that anyone who found her was to signal by whistling three times. Peering among some boxes near the barn, Tom finally spied the little blue pillow on which lay a little sleepy head.

- B. Where do you think Lucy's family lived?
 (1) in a big city; (2) in a village; (3) on a
 farm; (4) in the mountains..... 1 2 3 4
- C. What do you think Tom did next? (1)
 whistled three times; (2) went to the house;
 (3) continued the search; (4) carried Ellen
 home..... 1 2 3 4
- D. When there is tumult there is often much:
 (1) order; (2) noise; (3) peace; (4) quiet..... 1 2 3 4
- A. A good title for this story would be: (1)
 Mother Helps in the Fields; (2) Lucy Falls
 Asleep; (3) Ellen Finds Her Sister; (4) Tom is
 Wrong..... 1 2 3 4

8. "Dandy" was the name police officer Flaherty had given his horse, and a fine horse he was, too. No other horse could do so many tricks, stand so quietly in the ranks, or carry a rider so fast as he. But finally he became old and, much to the dismay of his master, he was sold. After that Dandy was traded several times and at last he was reduced to pulling a junk wagon through the streets. This was no work for a proud horse and his new master was none too kind, so one day he walked out of his stable for a vacation and wandered off to a circus that was in town. He was just approaching the menagerie when a car stopped and from it stepped former officer Flaherty, with a cry of joy. "I'm a rich man now, thanks to my uncle, and I've been looking for you everywhere," said Flaherty as if talking to another man.

- | | | | | |
|---|---|---|---|---|
| A. How did Flaherty feel toward his horse? | | | | |
| (1) He didn't like him; (2) He wanted to sell him; (3) He loved him; (4) He was afraid of him..... | I | 2 | 3 | 4 |
| C. What do you think Flaherty did next? (1) left Dandy alone; (2) bought Dandy and took him home; (3) went to Ireland; (4) sold Dandy..... | I | 2 | 3 | 4 |
| D. A menagerie is a place where they keep: (1) money; (2) police; (3) men; (4) animals..... | I | 2 | 3 | 4 |
| B. After Dandy left the police force he was first sold to: (1) a junk man; (2) a policeman; (3) someone not named; (4) another police force | I | 2 | 3 | 4 |

IV. ORGANIZATION OF THE CONTENTS OF THIS MANUAL

The remaining six chapters of this volume, corresponding to the six units in the text, contain the detailed suggestions for using the text with the children. The content of each

chapter follows the same organization. The main items in this organization are as follows:

- I. Statement of the fundamental purpose or theme
- II. Suggestions for establishing readiness to read the unit
 - A. A list of basal concepts or understandings to be developed by means of the oral discussion stimulated through the use of the pictures and appropriate questions
 - B. A list of terms or oral vocabulary with which the pupils should become familiar during the discussion
 - C. Suggested questions which the teacher might raise to stimulate the discussion leading to the construction of the basal concepts, together with minimum information needed for answering the questions
 - D. Group activities suggested for optional use
- III. Adaptability of selections in the unit for use in the development of important reading habits and skills
 - A. Order of selections in the unit
 - B. Classification of selections
- IV. Teaching the individual selections in the unit
 - A. Introducing the selection
 - B. Introductory reading of the whole selection
 - C. Suggestions for utilizing the selection in realizing the purpose of the unit
 - D. Rereading the selection for specific purposes
- V. Activities suggested for use in connection with the unit as a whole
- VI. A test of basal concepts included in the unit

UNIT ONE

TALES FROM MANY LANDS

I. PURPOSE OF THE UNIT

To give pupils an understanding of the differences between legends, fables, myths, and folk tales, to acquaint them with some of the folk literature of different countries as an interpretation of the customs and ways of living used by people long ago in different countries, and to stimulate an interest in reading these types of literature.

II. PREPARATION FOR READING THE UNIT

(The Reading-Readiness Approach)

A. Basal Concepts to be Developed

These concepts are developed through the use of the pictures and informal discussion before the unit is read.

- | | |
|--|---|
| 1. Who the Crusaders were | 16. What an ancient Indian temple looked like |
| 2. Fiesole, Italy (location of) | |
| 3. Roman archway | 17. Who the Inca Indians were |
| 4. Carrara, Italy (location of) | 18. What part of a Japanese home looks like |
| 5. What marble is | |
| 6. What marble quarries are | 19. What folk tales are |
| 7. How and why marble is quarried | 20. Furnishings in a home of wealthy Chinese |
| 8. What sculptors are | 21. What art treasures are |
| 9. How sculptors carve statues | 22. What a Chinese village looks like |
| 10. Sculpturing tools | 23. How a Chinese family dines |
| 11. What statues are | |
| 12. What primitive statuary is | 24. What Eskimos are |
| 13. What legends are | 25. What Eskimo picture writing is |
| 14. South America (location of) | |
| 15. Stone carving by primitive Indians | |

B. Oral Vocabulary to be Used and Understood During the Discussion

campanile	model	temples
Crusaders	mallet	art treasures
Palestine	tools	kayak
archway	ancient	caribou
marble	primitive	walrus
quarry	statues	seal
sculptor	legends	Eskimos
Fiesole	folk tales	courtyard
Carrara		

C. Suggested Questions for Discussion

Each picture has a caption and a limited number of questions below it to be used in getting the discussion about that picture under way. The discussions will vary with different groups of children in accordance with the environmental interests that the children have. The following questions will supplement those accompanying the pictures, and may be used to develop the basal concepts and oral vocabulary listed above.

Introductory Discussion

1. What is the title of the unit? (*Tales from Many Lands.*)
2. What do you think it means? (Stories from many different countries.)
3. Look at the picture. Have you ever heard the story of a flying carpet that carried its master with the speed of the wind to any country he wished to visit? (Flying Carpet of Bagdad.)
4. If you had such a carpet where would you go?
5. Do you know of one way that you can go faster than the wind to interesting foreign countries? (By reading stories about these countries.)
6. What are some things that you learn about a country by reading stories but that you could not possibly see even if you were really there? (How the people lived long ago. Customs they had. Events that happened long ago.)
7. What countries do you think you will visit by reading this unit? (Italy, Japan, China, and the frozen lands of the far north.)
8. Look at



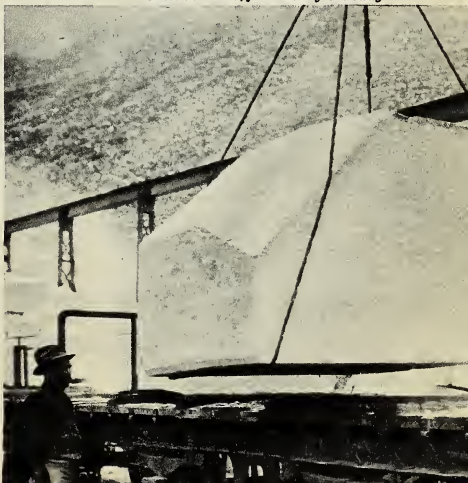
Burton Holmes, from Ewing Galloway

1. *Looking through an old Roman Archway at Fiesole, Italy.*

2. *Marble quarry at Carrara, Italy.*

Burton Holmes, from Ewing Galloway

Italy is one of the oldest countries in Europe. The marble quarries at Carrara have been worked for two thousand years. What pictures have you seen of old statues and ruined buildings found in Italy and Greece? What do these tell you about the people who made them?





Ewing Galloway

3. *Italian sculptors carving statues.*

4. *A famous statue in Rome.*



Italy is famous for its fine statues carved from marble. What tools do the sculptors use?

Many of the statues have looked so natural that imaginary stories have been made up about their coming to life. What story does the statue of the girl suggest to you?



L. Green, from Gendreau

5. A queer-looking figure found in South America.

This primitive figure was carved from stone more than two thousand years ago. What do old statues and other ruins show about people who lived long ago?

There are many legends and tales about ancient Indians of South America. What stories of South America do you know?



Gendreau

6. *An outdoor throne of ancient Indian kings of South America.*

7. *An ancient Indian temple.*

Ewing Galloway



This throne and church were built more than 2000 years ago by the Inca Indians who were peace-loving people. Besides the windows, the church walls contained small round holes for snakes to crawl through. What does this tell you about the Incas' feelings about snakes?



De Cou from Ewing Galloway

8. *A corner in a Japanese home.*

The walls of this home are made with sliding doors and movable screens. The walls and screens are made of waterproof paper. What does that tell you of the climate in Japan?

How is the room lighted at night? In many of the legends and folk tales of Japan, you will read about lanterns and the flowering cherry trees. What good stories, or poems, do you know that tell about people and trees?



Burton Holmes, from Ewing Galloway

9. *Inside a home of a wealthy Chinese family.*

10. *Chinese art treasures.*

Burton Holmes, from Ewing Galloway



If you were not told, how could you know these were Chinese homes? Look for the Chinese lanterns hanging from the ceiling in the lower picture. Have you ever seen any paper lanterns? How were they made? What decorations were on them?



De Cou, from Ewing Galloway

11. *Chinese houses in North China today.*

12. *A present-day Chinese family at dinner.*

Burton Holmes, from Ewing Galloway

Notice the many different parts in the large home and courtyard above. How do the roofs differ from ours?

When Chinese girls marry, they usually live with their mothers-in-law. The girls must obey and serve the husbands' mothers. What other Chinese customs do you know?





Roseman, from Ewing Galloway
13. *An Eskimo hunter reading the story of a successful hunt pictured on his bow.*

Make up a story from these pictures. Stories of things that happened long ago have come to us from many countries. How may these stories have traveled from one country to another?

the picture on page 2. Do you know how some of the oldest stories came to us? (Crusaders brought some of them back from their travels.) 9. Who were the Crusaders? (More than 700 years ago, Palestine, the land where Jesus was born, was captured by the Mohammedans. The Mohammedans did not believe in Jesus, and they would not allow Christians to visit his tomb. The Christians in all Europe did not like to be kept out of Palestine. Many of them, therefore, decided to go to Palestine and drive the Mohammedans out. Even an army of 50,000 children left France and Germany to go. Any person who went to fight against the Mohammedans was known as a *Crusader*. After the Crusaders had failed to drive the Mohammedans out of Palestine, many of them returned home. They brought with them stories of the wonders of other lands far beyond Palestine. Many of these tales were what we would call fairy stories. This unit contains some of the stories that the Crusaders brought home from Palestine.)

Picture No. 1. Looking through an old Roman archway at Fiesole, Italy.

1. Locate Fiesole, Italy, on a map of Europe or Italy. (Fiesole is three miles northeast of Florence. It does not appear on ordinary maps of Europe.) 2. What do you know about this city? (It is one of the oldest cities in Europe. The archways and the campanile — the tall building seen through the middle arch — were quite old when the Crusaders went to Palestine. Once Fiesole was a very important city. Many famous artists and sculptors lived here. Today its population is about 6000. Many of the people now make their living by making articles of straw.) 3. Who do you think built the archway? (The Romans, who lived in Italy hundreds of years ago.) 4. Would you like to visit this old city and see buildings that were built hundreds of years before the first white man came to America? Why?

Picture No. 2. Marble quarry at Carrara, Italy.

1. Locate Carrara on a map of Italy. (Thirty-five miles northwest of Pisa.) 2. What is marble? (It is a kind of stone that

can be cut rather easily and that can be highly polished. It is used for making statues and buildings.) 3. What is a quarry? (It is a place where stones are dug from the earth, or where pieces are cut or broken from very large masses of rock. The picture shows a piece of marble that has been cut from another larger stone. The marble quarries at Carrara are the most famous in the world.) 4. How can you tell that this piece of marble is large? (Compare it with the size of the railroad car upon which it is about to be placed and with the size of the man.) 5. How long have the marble quarries at Carrara been worked? (Read legend at left of picture.) 6. What pictures have you seen of old statues and ruined buildings found in Italy and Greece? What do these tell you about the people who made them? (Pupils may tell about pictures they have seen. Sometimes a statue shows a style of dress that people have used. Sometimes one will show a person doing work for which he is famous. The best statues of any country always show how well the sculptors who made them were trained. The training that a sculptor has shows partly how highly civilized the sculptor's own people are.)

Picture No. 3. Italian sculptors carving statues.

1. What kind of stone are the sculptors working with? (Marble. Probably it came from one of the quarries at Carrara.) 2. What is the color of the marble? (White. Marble of almost any color has been found in other parts of the world. Pink, rose, brown, yellow, and black are other common colors of marble.) 3. Can you tell what the man on the right is doing? (He is making a copy of the statue which is lying between the two men.) 4. The model appears to have something in her mouth. Do you know what this is? (It is an instrument sculptors use to measure the features — eyes, ears, nose, mouth — of statues. By careful measurement and patient work, a sculptor can make an accurate copy of any model, even a human model.) 5. What does your book say about the natural appearance of some statues? (Read legend below picture.) 6. Do you think the men are working carefully? Why? 7. What tools do the sculptors use? (Besides the measuring instrument, they use a mallet and a

chisel.) 8. Can you tell why the man nearest you holds his mallet as he does? (So he can tap the top of the chisel without having to look at it. His eye is free to watch only the cutting edge of the chisel.)

Picture No. 4. A famous statue in Rome.

1. Does this statue look like a real person to you? Why?
2. Do you think the sculptor who made this statue was well trained? Why? (Notice balance of body, hair, expression of the face, form of the hand, and the folds and lines of the dress. Notice how lifelike the snake looks.)
3. Does the statue of the girl suggest a story to you? (Tell it.)

Picture No. 5. A queer-looking figure found in South America.

1. Does this statue look life-like to you? Why? (No. Slightly resembles human figure.)
2. Do you think the person who made this figure was a well-trained sculptor? (No.)
3. Compare this rude statue with one shown in Picture No. 4.
4. By looking at the statues, what can you tell of the civilization of the Romans and that of the Indians of South America? (The Romans were more highly civilized than the Indians.)
5. What ideas do the statues give you of the kinds of clothing that were worn by the Romans and the Indians? (Pupils compare dress.)
6. How old is the Indian-made figure? (Read legend below the picture.)
7. What stories of South America do you know?

Picture No. 6. An outdoor throne of ancient Indian kings of South America.

1. How old do you think this outdoor throne is? (Read legend below the picture.)
2. Can you see the flat place in front of the throne where the king's subjects knelt before him? (Left center.)
3. Do you think this throne shows that the South American Indians were skillful workmen? (It shows that they were not very skillful. The best workmen were always used when work for the king was to be done.)

Picture No. 7. An ancient Indian temple.

1. Do you think this temple shows fine workmanship? Why? (Pupils answer.) 2. Why do you suppose holes were left in the walls for snakes to crawl through? (The Indians thought the snake a sacred creature.) 3. What was the name of the Indians who built this temple? (Inca.) 4. How do you suppose the Incas shaped the stones that were used to build the temple? (Men who have carefully studied about the Incas say that Inca workmen shaped them with stone hammers. Some say the workmen first heated the parts of the rocks they wished to break off. Heating made the rock break more easily.)

Picture No. 8. A corner of a Japanese home.

1. Find Japan on a map of Asia. 2. What are the walls of the house made of? (Read legend below the picture.) 3. What covering is on the floor? (Grass mat.) 4. What furniture do you see in the house? (A low table.) 5. How is the room lighted at night? (Paper lantern.) 6. What do the thin, movable walls show about the climate of this part of Japan? (Not very cold. Climate is not the same all over Japan. Tokio, the capital city, is a little colder in winter and a little warmer in summer than San Francisco. In August, the hottest month in Tokio, the average temperature is 79° F. In January, the coldest month, the average temperature is 36° F. Rainfall in Tokio is about three times as much as the rainfall of San Francisco. In Tokio the average annual rainfall is about 60 inches.) 7. What kind of tree do you see growing beyond the open door? (A Japanese cherry tree. This kind of tree is famous for the beauty of its blossoms. Many years ago Japan sent hundreds of these trees as a gift to the United States. They were planted in Washington, D.C. Every year, when these trees blossom, thousands of tourists go there to admire their beauty.) 8. What good stories or poems do you know about the Japanese?

Pictures Nos. 9 and 10. Inside the home of a wealthy Chinese family; and Chinese art treasures.

1. Locate China on a map of Asia and compare its position

with that of Japan. 2. If you were not told, how could you know these were Chinese homes? (Look at the lanterns hanging from the ceiling, the pictures on the wall, and the furniture.) 3. Have you ever seen paper lanterns? How were they made? What decorations were on them? (This unit will tell how the first paper lantern came to be made. Commonly the lanterns are decorated with pictures of dragons, birds, flowers, and water scenes.) 4. Notice the chairs and tables in the pictures. How do you suppose this beautiful furniture was made? (By hand. Even all the carvings were done by hand. Chinese workmen are very careful and patient. Often a man will spend a whole year making one chair.) 5. Do you think all the homes in China are as well and beautifully furnished as these? (Certainly not. Most of the homes in China are huts. The walls are made of dirt and the roof is made of straw. Many huts have nothing but the ground for a floor, with no covering. A few people cover their floors with straw mats.) 6. What are art treasures? (Collections of fine paintings, cloth, furniture, that are very well made and that people prize highly.)

Picture No. 11. Chinese houses in North China.

1. Compare these houses with American houses. (Pupils should note shape of houses, presence of walls and courtyard, types of roofs, absence of regular streets, lack of regular location or planting of shade trees.) 2. What method of travel do you see in the picture which would seem strange if it were seen in America? (Travel by jinrikishas. Two are seen in the picture.) 3. What do you see in the picture that would make you believe that people in China use telephones? (Telephone poles and lines in left foreground. Telephones, however, are used only in the large cities.) 4. How do the roofs on the houses differ from ours?

Picture No. 12. A present-day Chinese family at dinner.

1. Do you think this is a poor or a wealthy family? (A wealthy family. Poor families do not have tables or chairs. Their clothing is not nearly so good as the members of this family wear.)

2. Do you notice anything that the people are doing which appears strange to us? (Methods of eating. Notice how the man and boy are holding their dishes.) 3. What are they using instead of knives and forks? (Chopsticks.) 4. What food do you suppose they are eating? (Probably rice. The Chinese eat many other kinds of food — fish, carrots, potatoes, turnips, pork, and various kinds of fruit.) 5. When a Chinese girl marries, where do she and her husband usually live? (With his mother. A wife becomes the servant of her mother-in-law.) 6. What other Chinese customs do you know? (Pupils may tell about those they know. This unit tells of others which it is likely that pupils do not know.)

Picture No. 13. An Eskimo hunter reading the story of a successful hunt pictured on his bow.

1. Do the hunter and the listener seem to be interested in the story? How can you tell? 2. What things can you recognize among the drawings on the bow? (Fox, wolf, caribou, bear, three men, a kayak, paddle, three spears, two men holding spears, walrus, seal, and whale.) 3. Do you know where Eskimos live? (On coasts of Greenland, Labrador, islands north of Hudson Bay, northern mainland of Canada, and in Alaska.) 4. Why do you suppose Eskimos write their stories with pictures? (Eskimos have no alphabet. They use pictures as the American Indian did when white men first came to America.) 5. Do you know how Eskimos get their food and clothing? (Mainly by hunting and fishing. They eat the flesh of animals and fish, and make their clothing from the skins of animals. A part of their food and clothing is obtained by trading furs to white men.) 6. How do you suppose stories from the Eskimos reach us? (White men who trade with the Eskimos and travelers from our own country who travel among the Eskimos learn these stories and bring them home.) 7. Do you know some Eskimo tales? (This unit has a very interesting one.)

D. Suggested Group Activities for Optional Use

1. Ask some members of the class to find out all they can about

adventures that the Crusaders had while fighting against the Mohammedans, and to report what they learn to the class.

2. Other pupils may report to the class what they can find out about Pizarro's adventures among the Inca Indians in Peru, South America.

3. Encourage pupils to make a collection of pictures of famous statues and learn some things about the lives and other works of the sculptors represented in the collection.

4. Find out what works some of the modern American artists have done. Henry M. Shradý, Lorado Taft, Cyrus E. Dallin, Grant Wood, Thomas Hart Benton, Winslow Homer, Leon Kroll, Mary Cassatt, John Curry, Waldo Pierce, George Biddle, Rockwell Kent, Andrew O'Connor, Laura Gardin, and Nellie V. Walker are notable modern American artists. Many others also merit study.

5. Find out about the great work that has recently been done on Stone Mountain near Atlanta, Georgia, and on a mountain in the Black Hills of South Dakota. Gutzon Borglum's achievements in both undertakings were very outstanding. Augustus Lukeman, however, completed the work at Stone Mountain.

6. Visit a fine arts museum, if convenient, to study examples of statuary you see there.

7. Make a list of customs that foreign people observe and which seem strange to us, and find out why each custom is sensible from the viewpoint of the foreigner.

III. ADAPTABILITY OF SELECTIONS IN THE UNIT FOR USE IN THE DEVELOPMENT OF IMPORTANT READING HABITS AND SKILLS

A. Order of Selections in the Unit

1. Books, and Suppose, page 3
2. Tales from Many Lands, pages 4-12
3. The Herb of Fear, pages 13-22
4. The Tale of the Gentle Folk, pages 25-32
5. Seven Simeons, pages 35-47
6. The Ashes That Made Trees Bloom, pages 49-58

7. The Girl Who Used Her Wits, pages 61-66
8. The Running Stick, pages 69-77

B. Classification of Selections

The following chart indicates which selections are best suited for use in developing a given reading habit or skill:

READING HABITS AND SKILLS	SELECTIONS							
	I	2	3	4	5	6	7	8
1. Getting the main ideas.		x	x	x	x	x	x	x
2. Reading for details.		x	x	x	x	x	x	x
3. Drawing conclusions.		x	x	x	x	x	x	x
4. Locating information.								
5. Selecting material read.		x	x	x	x	x	x	x
6. Organizing ideas.			x	x	x	x	x	x
7. Remembering ideas.		x	x			x	x	x
8. Oral reading.	x		x	x		x	x	

IV. TEACHING THE INDIVIDUAL SELECTIONS

BOOKS, SUPPOSE

page 3

Individual pupils may read these poems aloud to the class. The class may read them in concert. Give opportunity for pupils to make comments and raise questions about the poems, but do not quiz. The following questions may help to stimulate an informal discussion:

1. How do you think the person who wrote these poems feels about books?
2. What books have you liked especially well?
3. Why do you like to read books?
4. What kind of stories do you enjoy most?

Encourage pupils to read aloud to the class other poems they have found and enjoyed about books.

TALES FROM MANY LANDS

pages 4-12

A. Introducing the Story

This story may be introduced by a brief discussion centering around the following questions:

1. How many of you have read or heard any of Aesop's fables? Which ones do you remember? Do you know why they are called fables?
2. How many of you have read stories about the Greek or Norse gods and goddesses? Which ones do you remember?
3. Are these stories called fables? What are they called? (Myths.)
4. What do you think is the difference between a fable and a myth?
5. What other kinds of stories do you know?

B. Introductory Reading of the Story

The selection should be read silently. A suitable purpose for the reading is: *What are the differences between fables, myths, legends, and folk tales?*

The following questions are suitable for discussion subsequent to the reading:

Pages 4-5. 1. What did Betty say that a fable was? 2. What two things did Jack say make a story a fable? 3. Who was Aesop? How did other people get his fables?

Pages 6-7. 1. What people had many stories that were myths? 2. What are myths usually about? 3. Did the Greeks really believe that their myths were true? Why do you think they were written and told?

Pages 8-9. 1. Who made the fables? Were they often changed? 2. Were the myths short stories? Who made them? Were they often changed? 3. How did folk tales get from one country to another before books were printed? 4. How are folk tales like myths? What do folk tales usually do that myths do

not do? (Tell how the people in a given country live, about their customs, beliefs, etc.)

Pages 10-11. 1. Were the stories about the knights true? 2. Do you think people ever told stories about their heroes that were not true? What are these stories called?

Page 12. 1. Do all countries have fables, myths, folk tales, and legends? 2. Which country's stories would you rather read?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What myths do you know? How do they differ from the fables you know? 2. Do you know of any stories about Abraham Lincoln that you believe are legends? Why do you think so? 3. Which kind of stories tell best about the ways in which the people in a country live?

Other Activities: 1. Encourage pupils to tell or read myths, fables, legends, and folk tales they know to the class. 2. Make a list of stories that most or all of the pupils know. Have the class decide whether each one is a myth, a fable, a legend, or a folk tale. 3. Have pupils make four small posters for the room. One can give the title of a well-known fable, another the title of a myth, another the title of a legend, and another the title of a folk tale. For each poster have pupils decide upon a sentence that best tells what makes each type of story different from the other types. These sentences can be printed on the appropriate poster.

D. Rereading the Story for Specific Purposes

The following material provides illustrative but not exhaustive exercises on certain important reading skills. Other exercises on the same skills can be built, using other parts of the selection. Copies of the exercises can be made so that a pupil may write the answers immediately after each item, or they may be used with an oral procedure, supplemented by the blackboard. For many of the exercises, as the teacher reads the statements or questions in

order, the pupil records his answers on a paper numbered to correspond with the numbers in each exercise. In organization exercises, as the teacher dictates each statement, the pupil writes it on a separate slip of paper and numbers it. Later he arranges the slips in the required sequence. Some exercises, such as locating information, may be used as class discussions.

1. *Getting the main ideas*

Which of the following sentences are true?

1. In a fable the characters are usually animals or things that talk as people do. 2. A fable is usually a long story. 3. A fable usually tries to show the reader a good thing to do or a poor thing to do. 4. A fable usually tries to show the difference between right and wrong. 5. A myth is usually a story that tells how people tried to explain something they did not understand. 6. A myth is usually shorter than a fable. 7. Myths often told about powerful persons or things that the people never saw. 8. A folk tale usually is truer than a myth. 9. A folk tale usually shows how the people in a given country live. 10. Not all countries have different kinds of stories. 11. Before books were printed, stories spread from one place to another by people telling them. 12. The American people have no legends. (True: 1, 3, 4, 5, 7, 8, 9, 11.)

2. *Reading for details*

1. What was Jack's report about? 2. What does the sentence at the end of each of Aesop's fables tell? 3. Are fables old or new stories? 4. How did Aesop give his stories to other people? 5. How many of Aesop's fables have been made into a book? 6. What other stories did the Greeks have besides fables? 7. What are most of the Greek myths about? 8. What did the Greeks think caused the tide? 9. Were fables changed as they were told and retold? 10. What kind of stories are those in *Animal Tales from Eskimo Land*?

3. *Drawing conclusions*

Choose the best ending for these sentences:

1. A story that tells how a mouse saved a lion from death because the lion had spared his life is (a legend, a folk tale, a fable).
 2. A story that tells about a Greek god slaying a dragon with seven heads is (a fable, a myth, a folk tale). 3. A legend usually tells a story about a hero that (is not true, actually happened, is very hard to read). 4. What Jack said on page 4 tells the important things that (make a story a fable, show the difference between a fable and a myth, make a story a good story). 5. Stories that tell about things that really happened are (history, legends, myths).

4. *Selecting material read*

Find the sentences or paragraphs in the story that give the best answers to these questions:

1. How is a myth different from a fable? 2. How is a folk tale different from a myth? 3. Do we have legends in America?
 4. How are legends made? 5. Are all legends about heroes?

5. *Remembering ideas*

Suppose that you wanted to tell someone what myths are and how they were made. Find the paragraphs that tell the ideas you think you would need to remember.

THE HERB OF FEAR

pages 13-22

A. *Introducing the Story*

Raise and discuss the following questions:

1. Look at the picture on page 13. What is the man doing?
 2. Have you ever heard stories of statues that came to life? What stories have you read that tell of someone who was made very strong or brave by wearing a charm, a ring, or some other article? Where did he get the charm? Do you think these stories were true? 3. Would you call such stories fables, myths,

legends, or folk tales? 4. Why do you think people make up such stories?

B. Introductory Reading of the Story

The selection may be read silently. Perhaps, subsequently, the class may wish to have one or two pupils who read well orally to read it aloud. The following purposes are suitable for silent reading: 1. *Who was the monster that everyone feared?* 2. *How did Nanina and Cecchino happen to meet again?* Use the glossary for pronunciation of strange words.

The following questions are suggested for discussion:

Page 13. 1. What did the sculptor name the child and the puppy he had made? 2. What did he do with them?

Pages 14-15. 1. What happened to Nanina and the puppy as soon as they were given life? 2. Where did they find homes? 3. Was Nanina happy in her home? What was she afraid of? 4. What was Cecchino afraid of?

Pages 16-17. 1. How did the people feel when they heard that the Robbers were out? How do you know? 2. Was Nanina afraid of them? What was she hunting for? 3. What did the milkman tell her to do?

Pages 18-19. 1. How did Nanina act when she met the Robbers? How did the Robbers act? 2. What had Nanina done for Italy?

Pages 20-21. 1. Why did Nanina not want to go to the one persimmon tree that the Robbers had not touched? 2. Why did the people not want to go to the tree for her? 3. How did the milkman help her? 4. What did Nanina do? 5. How did the Monster happen to come to the pool?

Page 22. Who was the Monster?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. There are several things that happen in this story which show that the story could not have actually hap-

pened. What are they? 2. Is this story a fable, a myth, a legend, or a folk tale? How do you know? 3. Why do you think anyone would write a story like this one?

Other Activities: 1. Have pupils tell or read aloud other stories of this type. 2. Start a class list of fables, a list of myths, a list of legends, and a list of folk tales read during the next month. Write the title of this story on the proper list.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are not true?

1. Nanina and Cecchino were statues. 2. The statues came to life. 3. Nanina was unhappy in her home. 4. Nanina had no fears. 5. Cecchino was afraid of many things. 6. Nanina frightened the Robbers. 7. Cecchino did not frighten anyone. 8. The milkman gave Cecchino a charm. 9. The Monster and Nanina both got into the pool. 10. The Monster was really Nanina. (True: 1, 2, 6, 9.)

2. *Reading for details* (Using pages 14-15)

1. In what city was the Sculptor working? 2. Where was he making the statues? 3. What color of marble were the statues? 4. What did the Sculptor do after he had sent the statues away? 5. Why were Nanina and Cecchino sent away? 6. Where did Nanina find a home? 7. What grew in the garden where Cecchino lived? 8. What was Nanina not afraid of? 9. Where did Cecchino hide whenever he heard of a giantess? 10. Where did Cecchino go every day?

3. *Drawing conclusions*

1. Was Nanina a stubborn child? How do you know? 2. Were Nanina and Cecchino fond of each other? How do you know? 3. Why was Nanina not afraid of the Robbers? 4. Did the Robbers think Nanina was a giantess? How do you know? 5. Did Nanina believe that the milkman's herb would help her? How do you know?

4. *Selecting material read*

Find the paragraphs that give answers to the following questions:

1. What did the old milkman do to try to help Nanina?
2. What things did Cecchino like to do?
3. How did the people feel about the Robbers?
4. Did the milkman think that the people should be grateful to Nanina? How do you know?
5. Was Cecchino a playful dog? How do you know?

5. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. The milkman gave Nanina an herb.
2. Nanina went to buy a persimmon.
3. The people ran before the Robbers.
4. The people refused to help Nanina.
5. Nanina and Cecchino were separated.
6. Nanina found Cecchino.
7. Nanina and Cecchino found homes.
8. The Robbers came to town. (Correct order: 5, 7, 8, 2, 3, 4, 1, 6.)

6. *Remembering ideas*

Suppose that you wanted to tell someone about the queer or funny things that happened in this story. Find the paragraphs that have in them the ideas you would want to remember.

THE TALE OF THE GENTLE FOLK

pages 25-32

A. *Introducing the Story*

Raise and discuss the following questions:

1. Look at the picture on page 24. Do the people seem to be happy? Are they friendly with the animals? How do you suppose people could be so friendly with animals that we call wild?
2. What stories have you heard in which someone had the power to change a person into an animal? Why was the change made? Were most of these stories fables or myths?
3. Why do you think people would make up such stories?

B. Introductory Reading of the Story

The story may be read silently. Pupils may also wish to have someone read it aloud. Suitable purposes for silent reading are: 1. *How did the Gentle People escape from the fierce and evil people?* 2. *Was it wise for the Golden Prince to do what he did to his people?*

The following questions are suggested for discussion:

Page 25. In what ways were the Gentle People different from ordinary people? What strange power did they have?

Pages 26-27. 1. What was the one thing that the Gentle People were not allowed to do? 2. What two things were there about the strange bird that made Capa follow it? 3. How far did Capa wander away?

Pages 28-29. 1. How did the strange people that Capa found differ from his own people? 2. Why do you think the prince felt sad when Capa told him where he had been? Why did he not want his people to make war on the fierce people?

Pages 30-31. 1. What decision did the Gentle People make? 2. Into what animals did the prince change his people? Why do you think he chose the animal he did? 3. What does the story say will happen when the last huanaco dies?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What is there about huanacos that people at the time of the story did not understand, and that the story tries to explain? (There is always one of the herd standing on a high rock while the herd grazes.) 2. Is this story a myth or a legend? How do you know?

Other Activities: Have a story review activity in which pupils tell the class about myths they have read and think their classmates would enjoy. Each pupil should tell the name of the story he introduces, the name of the author if any, just enough about the story to stimulate interest in reading it, and where the story may be obtained.

D. Rereading the Story for Specific Purposes*1. Getting the main ideas*

Which of the following sentences are true?

1. The Gentle People were different from ordinary people.
2. The Gentle People knew nothing about war and other evils.
3. The birds and animals were afraid of the Gentle People.
4. There were many things that were forbidden to the Gentle People.
5. The Gentle People preferred to become animals rather than to learn to do evil.
6. Capa went where the Gentle People were not allowed to go.
7. The Golden Prince was glad that Capa had gone away.
8. The Gentle People left their home.
9. The fierce people came to attack the Gentle People.
10. The Gentle People were great lovers of money. (True: 1, 2, 5, 6, 8, 9.)

2. Reading for details (Using pages 25-26)

1. How did the birds that lived among the Gentle People look different from our birds?
2. How were their flowers different from our flowers?
3. What could the Gentle People do to flowers?
4. In what way was the weather where the Gentle People lived different from our weather?
5. With what was the prince's throne decked?
6. What did the Gentle People bring to the prince when the great gatherings were held?
7. For what two reasons did the people love the prince?
8. What did the prince do with the jewels the people gave him?
9. For what reason did the Gentle People love things?
10. What was done for each person at the gatherings?

3. Drawing conclusions

1. Do you think the Gentle People were happier than other people?
2. Do you think that the men among the Gentle People were more civilized than men who live today? Why?
3. Do you think you could make the wildest animals tame by treating them as the Gentle People did?
4. Was Capa an evil person, a curious person, or a disobedient person?
5. Was the bird that Capa followed a bird that had lived among the Gentle People, a strange bird, or an evil bird?
6. Do you think the prince was

right in what he told the people would happen if they went to war against the fierce people? Why?

4. *Selecting material read*

Find the paragraphs that give the best answers to these questions:

1. In what ways were the Gentle People different from the fierce people?
2. What did the Gentle People think of their prince?
3. What did the bird that Capa followed look like?
4. What kind of animals are huanacos?
5. How did the Gentle People treat animals?

5. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. Capa met the fierce men.
2. The fierce men came to attack the Gentle People.
3. The prince told the people what Capa had found.
4. Capa followed the strange bird.
5. Capa ran home.
6. The Gentle People were led into a new valley.
7. The Gentle People were changed into huanacos. (Correct order: 4, 1, 5, 3, 2, 6, 7.)

SEVEN SIMEONS

pages 35-47

A. *Introducing the Story*

This story may be introduced by the teacher making some statement such as the following: "Have you ever read a story about someone who was able to do something that people you know cannot do? I am thinking about stories that tell of men or women who do impossible things such as walking a mile in one step, climbing a beanstalk for miles into the sky, or changing pumpkins and other vegetables into horses and coachmen. What are some of these stories that you know? (Give time for discussion.) Look

at the picture on page 34. How high do you think the tower is? The man can see everything in the world with his sharp eyes. What would you guess he is looking for?"

B. Introductory Reading of the Story

For some classes the story may need to be broken into two divisions for reading purposes. The first part may end near the bottom of page 40. The entire selection or either part may be read silently. A suitable purpose for the entire selection is: *How did the seven brothers help King Douda to get what he wanted?* A suitable purpose for reading the first part is: *Why was the seventh brother let out of prison?*

The following questions are suggested for discussion of the first part of the story:

Page 35. 1. In what ways were the seven brothers different from other people? 2. What did the king do to the seventh brother?

Pages 36-37. 1. What did the six brothers do for the king? 2. What extra task did the king ask the second brother to do?

Pages 38-39. 1. What did the second brother find out about the king who lived far away, and his kingdom? 2. What problem did King Douda have to work out? 3. Why do you think his generals and senators acted as they did?

Page 40. 1. Who thought of a way to solve the problem? 2. What did the seventh brother ask for?

A suitable purpose for silent reading of the second part of the story is: *How did the brothers steal the princess and escape from her father's warriors?*

The following questions are suggested for discussion:

Page 41. What did the brothers find when they arrived at Boozan Island?

Pages 42-43. 1. How did the brothers gain an entrance to the king's castle? 2. How did they get the princess to come

on to their ship? 3. Do you think the king suspected anything? Why?

Pages 44-45. 1. What did the fourth brother do with the ship? 2. What did King Douda tell Helena he would do?

Pages 46-47. 1. What did Helena decide to do? 2. Why did the seven brothers go back to Boozan Island? How did the king treat them? 3. What did the brothers ask King Douda to do for them?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What kind of story is this? How do you know? 2. Does this story explain anything about the way in which people once lived? What does it explain? 3. How would you go about finding other stories of this kind to read?

Other Activities: 1. Make a list of things in the story which show that it is not a true story. 2. Decide with your classmates whether this story is the same kind of story as *The Herb of Fear*. 3. In what ways are the two stories alike? In what ways are they different?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are not true?

1. All of the Simeon brothers could do something that people you know cannot do. 2. King Douda wanted to marry Princess Helena. 3. The seven brothers refused to serve King Douda. 4. The brothers tricked Helena to get her on their ship. 5. The seven brothers showed King Douda how skillful they were. 6. The brothers took gifts to the Boozan king. 7. The princess was glad to stay with King Douda. (True: 1, 2, 4, 5, 6, 7.)

2. *Reading for details* (Using pages 41-44)

1. What did the brothers see as they approached Boozan Island? 2. What were the brothers doing? 3. Who saw the brothers' ship approaching? 4. What did the brothers say they had for the king? 5. What did the princess do when she

saw the treasures? 6. What did the seventh brother say that the pearls were for? 7. How did the king say the princess should go to the brothers' ship? 8. How many soldiers went with her? 9. What did Helena do when the seventh brother told stories to her?

3. *Drawing conclusions*

Which of these sentences are true?

1. The King's Jester was a stupid man. 2. The seventh brother was a clever man. 3. The seventh brother must have done or said something that King Douda did not like. 4. The Boozan king did not act fairly. 5. The Boozan king did not hold a grudge. 6. King Douda had great power over his people. 7. King Douda was not willing to reward people who served him well. 8. King Douda did not depend upon the judgment of his generals and senators. (True: 2, 3, 6, 8.)

4. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. What different things did the seventh brother do to help capture the princess? 2. What was the brothers' ship like? 3. How did the brothers trick the king and his daughter? 4. Why were the brothers sent back to Boozan Island? 5. What treasures did the brothers take to Boozan Island and what did they do with them?

5. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. The king ordered the seven brothers to show him what they could do. 2. The brothers were sent to Boozan Island with a letter from Helena. 3. The brothers showed Helena the treasures. 4. The brothers' boat traveled under the surface of the sea. 5. The king offered to send Helena back home. 6. The brothers went to their own home. (Correct order: 1, 3, 4, 5, 2, 6.)

THE ASHES THAT MADE TREES BLOOM

pages 49-58

A. Introducing the Story

Raise the following questions for brief discussion:

1. Do you think people should be kind to animals? Why?
2. What stories have you read in which people received great reward for being kind to animals?
3. Do you think that after an animal dies it may reward a good master?

B. Introductory Reading of the Story

The story should be read silently. A suitable purpose is:
In what ways were the kind old man and his wife better people than the wicked old man and his wife?

The following questions may be used for discussion subsequent to the reading:

Page 49. In what ways were the old couple kind to their pet?

Pages 50-51. 1. In what other ways was the old man a kind man? 2. How did Muko try to tell the old man that he had found something? 3. What had Muko found? 4. What did the old people do with their wealth? 5. How had the wicked old man and his wife always treated dogs? Why did they treat Muko as they did?

Pages 52-53. 1. Why did the wicked old couple kill Muko? 2. What did the kind old man do when he heard of the death of his dog? 3. What did the dog's spirit tell him to do? 4. What happened to the pastry after the old man started to pound it?

Pages 53-55. 1. How did the wicked old people find out about the mill? 2. Why did they break it to pieces? 3. What did the dog's spirit tell the kind old man next? 4. What did the ashes do to the cherry tree? 5. Where did the old man go to see the nobleman pass by?

Pages 56-57. 1. Why was it the custom for people to close their second-story windows when a nobleman's procession went by? 2. What did the old man do when the nobleman passed?

What happened? 3. How did the nobleman reward the old man? 4. What did the wicked old man decide to do? What happened?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Why is this story not a fable or a myth? 2. Does this story give any idea of the way people lived in Japan years ago? What idea does it give?

Other Activities: 1. Plan to tell a legend to your classmates. 2. Decide with your classmates the ways in which this legend is like other legends you know.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Choose the best ending for these sentences:

1. The old people who became wealthy were (kind to animals, unkind to their neighbors, stingy). 2. Muko led the kind old man to a place where he found (gold, a dead kitten, a nobleman). 3. The wicked old couple wanted (to become rich, a dog, a mill to make pastry). 4. The dog rewarded the kind old couple because (they had been kind to him, they were poor, they had chased other dogs away). 5. The nobleman was so pleased with the kind old man's deed that (he rewarded him, he left him in the mud, he did not make him kneel). 6. The story teaches that it pays (to be kind, to be poor, to chase dogs away). 7. The dog led the kind old people (only to riches, to both riches and fame, only to fame).

2. *Reading for details* (Using pages 49-50)

1. How many pets did the old couple have? 2. How many children did they have? 3. What did the old lady make for Muko? 4. What food did the old couple give to the dog? 5. What kind of ribbon did the old lady tie around the dog's neck? 6. How did the dog feel about the old couple? 7. What was the old man's business? 8. Why did the heron follow the old man as he worked? 9. What kind of leggings did Muko wear? 10. How many old coins did the old man find?

3. *Drawing conclusions*

1. Do you think the kind old couple were poor before they found the gold? What makes you think so? 2. Did the old man work many hours each day? How do you know? 3. Do you think Muko was grateful for the treatment the old couple gave him? How do you know? 4. Were the kind old people stingy toward other people? How do you know? 5. Do you think the wicked old couple had many pets in their home? What makes you think so?

4. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. How many times did the dog help the kind old couple? 2. How did the old man become famous? 3. What things did the wicked old couple do that were harmful to the kind old couple? 4. How did the Japanese people behave before the noblemen? 5. What was the nobleman's procession like?

5. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. Muko was killed. 2. The dog found the gold. 3. The kind old man dropped ashes on the cherry tree as the procession passed. 4. The kind old man was rewarded. 5. The spirit of the dog told the kind old man to cut down the pine tree. 6. The wicked old couple coaxed Muko to come to their home. 7. The wicked old man was killed. (Correct order: 2, 6, 1, 5, 3, 4, 7.)

6. *Remembering ideas*

Suppose you wanted to tell someone the ways in which the kind old people were different from the wicked old people. Find the paragraphs that tell the ideas you would need to remember.

THE GIRL WHO USED HER WITS

pages 61-66

A. Introducing the Story

Raise the following questions for brief discussion:

1. Look at the picture on page 60. The lady at the table is the mother-in-law of the two girls. What do you think the girls are going to do for her? 2. Look at Picture No. 12 again. What have you learned of the way in which young wives in China must treat their mother-in-law? 3. What stories do you know in which someone had to do something that seemed impossible in order to get what he wanted? 4. If a Chinese mother-in-law told her daughter to bring her a pound of electricity, what do you think the girl could do about it? What do you suppose the girls in the picture did when their mother-in-law asked them to do something that seemed impossible?

B. Introductory Reading of the Story

The story should be read silently. Subsequently, pupils may wish to hear a classmate read it aloud. A suitable purpose for silent reading is: *How did the girls solve the problems their mother-in-law gave them?*

The following questions are suggested for discussion:

Page 61. 1. In what way did the girls serve their mother-in-law? 2. What was it that the girls were always wanting to do?

Pages 62-63. 1. What did the mother-in-law ask the girls to bring her? 2. Why do you think she gave them such difficult things to do? 3. Why do you think the girls were so undisturbed by their mother-in-law's request? 4. What did the girls do when they realized what their mother-in-law had asked them to do? 5. What did the young woman they met tell them to do?

Pages 64-65. 1. Who thought of a way to solve the problems? 2. How was it possible for one of the girls to take back fire wrapped in paper? 3. How was the other girl's problem solved?

Page 66. How did the mother-in-law act when she saw that the girls had solved their problems?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Why is this story a folk tale? 2. What does the story tell about the ways in which the Chinese live? 3. Is this story a story of something that could really happen?

Other Activities: 1. Find other folk tales to tell or read to your classmates. Try to get folk tales from several different classmates. 2. Decide with your classmates how these stories are of a different kind than the myths and legends you have read in this unit.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. The two Chinese girls acted as servants to their mother-in-law. 2. The two girls asked many times to be allowed to visit their old home. 3. The mother-in-law always allowed them to go. 4. The two girls were finally given permission to go. 5. The mother-in-law gave each of the girls a problem to solve. 6. The girls were not to be allowed to come back unless they solved the problems. 7. Each of the girls solved her own problem. 8. A strange young man showed the girls how to solve their problems. 9. The mother-in-law did not welcome the girls home. (True: 1, 2, 4, 5, 6.)

2. *Reading for details* (Using pages 61-63)

1. What was the mother-in-law's name? 2. How many sons did she have? 3. What were the daughters' names? 4. What color was the table? 5. What color were the china dishes? 6. Who was to bring back the fire wrapped in paper? 7. What crops were growing in the fields they passed? 8. Where did the girls stop to cry? 9. What was the strange young woman riding?

3. *Drawing conclusions*

Which of these sentences are true?

1. Lotus Blossom and Moon Flower went to live with their mother-in-law because they were poor. 2. The two girls were

hired servants in their mother-in-law's home. 3. Fow Chow was mean to the two girls. 4. Fow Chow was surprised when the girls returned with the presents. 5. The young woman who rode on the water buffalo used her wits better than the two young girls used theirs. 6. Lotus Blossom and Moon Flower did not care whether they returned to their mother-in-law's home. 7. The girls probably had friends in their old village. (True: 4, 5, 7.)

4. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. What furniture was in the mother-in-law's home? 2. What kind of people were Lotus Blossom and Moon Flower? 3. What were the village streets like? 4. What kind of person was the young woman who rode on the buffalo? 5. How did Fow Chow treat the girls when they returned?

5. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. The young woman thought of the paper lantern. 2. Lotus Blossom and Moon Flower asked to go to their old village. 3. The two young girls met the young woman on the buffalo. 4. Fow Chow told the girls to bring her two presents. 5. The young woman thought of the fan. 6. The young girls went to their old village. 7. Fow Chow welcomed the girls home. (Correct order: 2, 4, 3, 1, 5, 6, 7.)

6. *Remembering ideas*

Suppose you wanted to tell someone something about the customs of the Chinese. Find the paragraphs that tell ideas you could use for this purpose.

THE RUNNING STICK

pages 69-77

A. *Introducing the Story*

Raise and discuss briefly the following questions:

1. Page 68. To what people does the woman belong?

What do you think she is doing? 2. Have you ever read a myth or a legend about the Eskimos? What did it tell? 3. What kind of country do the Eskimos live in? How would they have to travel? 4. How do you suppose an Eskimo could find a member of his family who had been stolen and carried far away by a great wicked bird? How could he get her back home?

B. Introductory Reading of the Story

The story may be read silently. A suggested purpose is: *How did the chief and his wife escape from the great bird?*

The following questions are suggested for discussion subsequent to the reading:

Page 69. 1. How did the little girl help the chief's wife? 2. What did the chief find one day when he came home from hunting? What trace of his wife did he find? 3. How did the chief take his loss?

Pages 70-71. 1. What did the little girl's grandmother tell her to do? 2. What did the grandmother tell the chief to do? What were the charms she gave him? 3. What did the grandmother say that the stick would do?

Pages 72-73. 1. In what position did the chief find the stick the next morning? 2. What did he do? What did the stick do? 3. Where did the chief finally arrive? What was standing beside the snowhouse? 4. What happened as he watched?

Pages 74-75. 1. What did the chief find in the house? 2. What was his wife's plan for escape? When did the chief and his wife start home? 3. What did the bird say when he found them? 4. Where did the chief and his wife hide? 5. What was the bird's plan to kill them? 6. How did they finally get away?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Why is this story not a fable? 2. What does the story tell about the customs of the Eskimos? 3. Is the story a folk tale? How do you know? 4. What other stories do you know in which a person conquered a fierce dragon or a wild beast?

Other Activities: 1. Find out how the Eskimos live today. What foods do they eat? Of what are their homes made? How do they travel? Of what are their clothes made? 2. Read aloud other Eskimo folk tales and legends.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

1. Why did the grandmother offer to help the chief? 2. What happened to the chief's wife? 3. Why did the chief become angry and gloomy? 4. Who got the chief to come to the grandmother's home? 5. What did the stick do for the chief? 6. Why did the chief's wife send the bird after whales? 7. Why was the chief able to kill the bird?

2. *Reading for details* (Using pages 69-70)

1. Was the chief poor or rich? 2. With whom did the little girl live? 3. Where did the little girl get water for the chief's wife? 4. What did the chief bring back from his hunting? 5. Why were people afraid to go near the chief? 6. What did the chief do during the day? 7. What did the grandmother tell the little girl to do with the chief? 8. Why did the little girl obey timidly? 9. What had the grandmother cooked for supper? 10. Where did the chief send the little girl?

3. *Drawing conclusions*

Which of these sentences are not true?

1. The chief was a brave man. 2. The bird's home was only a few miles from the chief's home. 3. The grandmother probably did not know where the chief's wife was. 4. The chief felt better while he was at the little girl's house. 5. The chief was a strong man. 6. The chief's wife was glad when he found her. 7. The bird was able to fly very fast. (True: 1, 3, 4, 5, 6, 7.)

4. *Selecting material read*

Find the sentences or paragraphs that give answers to these questions:

1. What kind of charms did the grandmother give to the

chief? 2. Why was the stick called a running stick? 3. How did the chief's wife trick the great bird? 4. How long did the chief travel before he found his wife? 5. How did the chief trap the bird? 6. How did the chief travel? 7. What food did the bird bring home to the chief's wife?

5. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. The chief found his wife. 2. The grandmother told the chief what to do. 3. The bird found the chief and his wife. 4. The bird was caught in the frozen river. 5. The chief came to the little girl's house. 6. The chief's wife disappeared. 7. The chief killed the bird. 8. The chief used the stick as the grandmother told him. 9. The chief and his wife started home. (Correct order: 6, 5, 2, 8, 1, 9, 3, 4, 7.)

6. *Remembering ideas*

Suppose that you wanted to tell someone something about the ways in which the Eskimos live. Find the paragraphs that tell ideas you would need to remember for this purpose.

V. SUGGESTED ACTIVITIES FOR THE UNIT AS A WHOLE

1. Organize a literature club. Pupils may find interesting fables, folk tales, myths, and legends in which they think their classmates would be interested. After careful preparation, individual pupils may read these aloud to the class.

2. Make a card file for reviews of stories of the types read in this unit. Pupils may write a brief review of a story read on a 3×5 or 4×6 card. The cards may be filed in a suitable box to be used as reference by pupils who wish to find good stories to read. The review on each card should contain the title of the story, the name of the author, the reviewer's reaction to

the story, and where the story can be obtained. The following form is suggestive:

Bronson, Wilfred. "What Is a Penguin?"

This article tells about penguins. It is one of the best I have ever read. It can be found in *The Story Parade*, May, 1937, page 40.

Reported by Helen Andrews

3. Use the language period in the daily program for the telling of stories of the type read in this unit. The stories may be reproductions of stories read or heard, or they may be original. Before the activity begins, lead pupils to set up standards for effective storytelling. The following is the beginning of a list of such standards: (1) Choose a story that you think your classmates will enjoy. (2) Know your story well. (3) Tell things in the order that they happened. (4) Speak loud enough for everyone to hear. When the storytelling is finished, give pupils opportunity to make suggestions for improving their storytelling in the light of standards previously set up.

4. Give pupils opportunity to write original fables and myths. These may be read to the class, and suggestions for improvement can be made.

5. Plan to dramatize those stories in the unit which the pupils would most like to dramatize. Some of the stories provide good content for a puppet show.

6. For each of the last six stories in the unit, have pupils write reasons why it is a fable, a myth, a legend, or a folk tale.

VI. A WRITTEN TEST ON BASAL CONCEPTS

1. Write two sentences that tell what makes a fable a fable.
2. What does a folk tale usually tell that a fable does not tell?
3. What kind of story was *The Tale of the Gentle Folk*?
4. What kind of story was *Seven Simeons*?

5. What countries have legends and folk tales?
6. What is a legend usually about?
7. Are myths and legends true stories or imaginative stories?
8. Were myths usually made by one person or by several persons?
9. Who is famous for the fables he made?
10. What kind of story usually has a moral at the end?
11. Which kind of story is the shortest?
12. What kind of stories were made to try to explain something that people did not understand?
13. What kind of story usually tells some things about the customs of the people?
14. When were stories spread by telling instead of by writing and reading?
15. What does literature often do for the reader besides give him amusement?

UNIT TWO

HEROIC LIVES

I. PURPOSE OF THE UNIT

To give pupils an understanding of what heroic service is, to develop their appreciation of the contributions made to human welfare by certain individuals, and to stimulate an interest in reading biographical material.

II. PREPARATION FOR READING THE UNIT

(The Reading-Readiness Approach)

A. Basal Concepts to be Developed

These concepts are developed through the use of the pictures and informal discussion before the unit is read.

- | | |
|--------------------------------------|---|
| 1. Who Joan of Arc was | 11. Why human beings are vaccinated |
| 2. Rouen, France (location of) | 12. What run-down houses are |
| 3. Domremy, France (location of) | 13. Dangers in living in run-down neighborhoods |
| 4. What the Cathedral of Rheims is | 14. Advantages of living in modern buildings |
| 5. Who St. Francis was | 15. What ice-pans are |
| 6. How and why milk is pasteurized | 16. Who Dr. Grenfell was |
| 7. What inoculation is | 17. What a kayak is |
| 8. How and why cattle are inoculated | 18. How a kayak is used |
| 9. How a chemical laboratory looks | 19. Who Madame Curie was |
| 10. What vaccination is | 20. What radium is |
| | 21. How radium is used |

B. Oral Vocabulary to be Used and Understood During the Discussion

hero
heroine

vaccinia
ice-pan

area
cancer

honor	kayak	science
famous	Rouen	Rheims
statue	iceberg	cathedral
disease germs	radium	Domremy
pasteurize	laboratory	Joan of Arc
inoculate	luminous	St. Francis
vaccinate	fellowmen	modern
hypodermic needle	run-down	Madame Curie

C. Suggested Questions for Discussion

Introductory Discussion

1. What is the title of the unit? 2. What do you think is meant by "heroic lives"? 3. Look at the picture, page 79. What is going on outside of the window? Who are the uniformed women in the room? What are they doing? Do you think they lead heroic lives? Why? 4. Who are some people who have lived what you would call heroic lives? (Washington, Lincoln, Byrd, and others whom the pupils suggest.) 5. Look at page 80. Whose picture is this? Read the text material aloud with the pupils. Discuss the answers to the last question on the page.

Picture No. 1. Statue of Joan of Arc in Rouen.

1. What dress does the figure wear? (Metal armor. This style of armor was worn by French soldiers in the fifteenth century.) 2. Where is Rouen? (On map of France, locate Havre on the English Channel. Rouen is 50 miles east of Havre.) 3. Why was Joan of Arc a great heroine? (Read legend below picture.) 4. Do you know what heroic things she did? (This unit will tell you.) 5. Do you know where Joan of Arc was born? (Seven miles north of Neufchâteau in the tiny village of Domremy. Locate Neufchâteau on map of France. Domremy is too small to appear on most maps.) 6. Why do you suppose a statue of Joan of Arc was erected at Rouen? (She was burned to death, executed, in one of the streets of this town. Her statue stands on the spot where she died. The street is now known as Joan of Arc Street. The French name of the street is *Rue Jeanne d'Arc*. After her death, the people of France thought of her as a heroine.)



Keystone

1. *Statue of Joan of Arc, in Rouen*

Joan of Arc was a French heroine who helped save her country. In what ways have other heroes helped their people? What other famous women, or heroines, have you read about? For what were they famous?

2. *Tower at Rouen where Joan of Arc was imprisoned.*

Gendreau





Keystone

3. The Cathedral at Rheims, France.

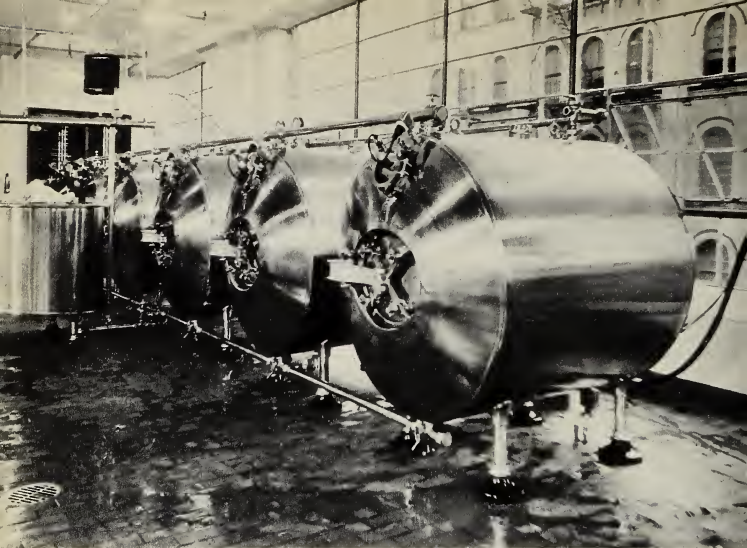
Joan of Arc helped her king to be crowned in this famous Cathedral more than five hundred years ago. There is a statue of her on a horse in front of the Cathedral. Can you find it in the picture? Are there any statues near your home? What famous persons do they honor?



Ewing Galloway

4. *St. Francis preaching to the birds. Copy of a famous painting by Giotto.*

St. Francis spent his life helping poor people. How might this make a man a hero? What can you tell of other men or women who have helped make people happy? In what ways may people become heroes? What heroic things may a boy or girl do?



Ewins Galloway

5. *Tanks for pasteurizing milk. Pasteurizing milk helps to make it safe to drink. Find out how it is done.*



Gendreau

6. *Inoculating a cow to prevent a disease called anthrax.*

A great scientist and hero, named Pasteur, discovered how to prevent many diseases of both people and animals. He spent his life finding new ways of inoculating and vaccinating against diseases. For what diseases have you been inoculated or vaccinated?

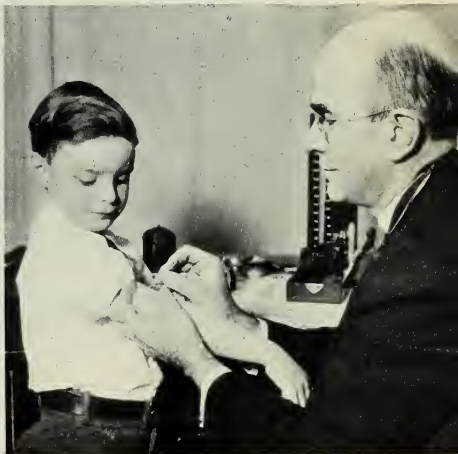


Ewing Galloway

7. *A modern science laboratory, or workshop.*

Many persons are working in laboratories searching for new ways of fighting diseases of people, plants, and animals, or discovering ways of making new things or new materials. How may such persons become heroes or heroines?

Does this boy seem to mind being vaccinated?



Ewing Galloway

8. *Vaccinating a boy.*



9. *A street of old, run-down houses.*

Acme



10. *The same street with modern buildings.*

Acme

In what ways are the modern houses better places to live? Should a person who spends his life in finding better ways of living be called a hero? Why?



Ewing Galloway

11. *Dog team traveling across ice-pans off the coast of Labrador.*



Wide World

12. *Dr. Grenfell in an Eskimo "kayak" off the coast of Labrador.*

The people of Labrador make their living largely by hunting and fishing. Why would a doctor have a difficult time visiting his patients in winter?



Keystone

13. *Madame Curie who, with her husband, discovered radium.*

Madame Curie risked her life working in a laboratory in discovering radium, and learning how it might be used to fight disease.

Picture No. 2. Tower at Rouen where Joan of Arc was imprisoned.

1. What was this tower used for in the fifteenth century? (A prison.)
2. How long was Joan of Arc kept here? (No one knows for certain, but it was less than a year.)
3. Why was she imprisoned? (This unit will tell you.)
4. What happened to her when she was taken from the prison? (This unit will tell you.)

Picture No. 3. The Cathedral at Rheims, France.

1. Locate Rheims, France. (100 miles northeast of Paris.)
2. Can you find a statue of Joan of Arc in the picture? (Lower right-hand corner.)
3. How long ago did Joan of Arc help a French king to be crowned here? (More than 500 years ago.)
4. Are there any statues near your home? What famous persons do they honor? What did the persons do?
5. Do you know why Rheims Cathedral is so famous today? (For its age, beauty, and size. It was begun in 1212 and finished in 1430. It is 466 feet long, 99 feet wide, and 144 feet high. During the World War the building was damaged by German shells. A million dollars, given by John D. Rockefeller, was used to repair it.)

Picture No. 4. St. Francis preaching to the birds. Copy of a famous painting by Giotto.

1. Which man in the picture is St. Francis? (Right-hand side.)
2. How many years ago did he live? (More than 700.)
3. How many years before Columbus discovered America did St. Francis live? (About 300 years.)
4. Why do you suppose people today read about this great hero and think of him as a famous man? (He was a very kind man. He helped teach many other people to live good lives.)
5. What other things did he do? (Read legend below picture.)
6. How might these things make a man a hero? (A hero is a person who tries his best to help other people and does not think of what he can gain for himself.)
7. What can you tell of other men or women who have helped make people happy?
8. Who painted this picture? (Giotto. He lived in Fiesole, Italy. See Picture No. 1, Unit I.)

Picture No. 5. Tanks for pasteurizing milk. Pasteurizing milk helps to make it safe to drink.

1. Do you know how milk is pasteurized? (Milk in the tanks is heated from 20 to 30 minutes at temperatures that range from 140° to 145° Fahrenheit, or 60° to 63° Centigrade and then is cooled quickly to about 50° Fahrenheit or 10° Centigrade. The heat kills nearly all disease germs and makes the milk safe to drink.)
2. Do you know who discovered how to pasteurize milk? (Louis Pasteur. You can see his name in the word *pasteurize*.)
3. Do you think this was an important discovery? Why?

Picture No. 6. Inoculating a cow to prevent a disease called anthrax.

1. What is anthrax? (It is a disease that often kills cows, sheep, horses, and hogs. Sometimes it kills people. One form of the disease attacks cattle and sheep, and often kills them before the owner of the animals knows of the presence of the disease. In these cases the farmer has no chance to save the lives of his animals.)
2. How can animals be protected from anthrax? (They can be inoculated to prevent the disease.)
3. How are cows inoculated? (Weak anthrax germs are put into the blood of the cows. These weakened germs give the cows a mild case of anthrax. When a cow has had anthrax once, she will never have it again. Thus by giving his cows a mild case of anthrax, the owner can protect his cows against taking the disease naturally.)
4. Does the mild disease which inoculation gives to the cows kill them? (No.)
5. How are anthrax germs put into a cow's blood? (The point of a fine hollow needle is pushed through the cow's skin. Liquid containing the anthrax germs is then forced through the needle by a small hand pump called a syringe. The syringe and needle together are called a hypodermic needle.)
6. Does the inoculating process hurt the cow? (Hardly at all.)
7. For what diseases have you been inoculated or vaccinated?

Picture No. 7. A modern science laboratory or workshop.

1. Does this laboratory look like a clean place? (Very clean.)

Scientists must be very careful to see that nothing unclean becomes mixed with the things they use in their work.) 2. Why are the flasks, bottles, and beakers made of glass? (The scientist can easily see what happens as he works. Glass containers are easy to keep clean, and are not very expensive.) 3. What is the man doing? (He is making a careful record of the different things he does as he experiments, or he is carefully writing down what he has just learned from an experiment.) 4. Do you think you would like to work in a laboratory like this one? Why? (Pupils answer.) 5. How may a scientist who works in a laboratory become a hero or a heroine? (By making important discoveries which will help or benefit people.)

Picture No. 8. Vaccinating a boy.

1. Does this boy seem to mind being vaccinated? How can you tell? 2. What does vaccinate mean? (It means giving a person a mild disease called vaccinia. It is something like cowpox.) 3. Why are people vaccinated or given vaccinia? (A person who has had vaccinia never has smallpox. Vaccinia is a mild disease that does not injure a person's health. Smallpox is a terrible disease that often causes death.) 4. Does vaccination have another meaning? (Yes. People often use the word to mean "inoculation.")

Picture No. 9. A street of old, run-down houses.

1. Do you think this is a beautiful street? Why? 2. Do you think this is a healthful place in which to live? Why? (Houses of this type cannot easily be kept clean.) 3. What danger do houses of this kind make probable? (Wooden houses crowded close together make probable the danger of fire. They catch fire easily and burn rapidly. Such houses are fire hazards.) 4. Why are children who live on streets like this more likely to be injured by automobiles and trucks than children who live on streets like the one shown in Picture No. 10? (The houses are so near to the street that there is no room for children to play except in the streets.)

Picture No. 10. The same street with modern buildings.

1. Compare Pictures Nos. 9 and 10. What changes do you notice? 2. Which picture shows the better place for children to play? Why is it better? 3. Which shows fewer fire hazards? (No. 10.) 4. In what ways are the modern houses better places to live? (Comfort, cleanliness, appearance, and safety of the modern houses should be understood and appreciated.) 5. Should a person who spends his life in finding better ways of living be called a hero? Why? (Yes. Let pupils discuss this question and reach conclusion.)

Picture No. 11. Dog team traveling across ice-pans off the coast of Labrador.

1. Where is Labrador? (Eastern Canada. Locate on map of North America.) 2. What kind of winters do you think Labrador has? (Very cold.) 3. Can you point out an ice-pan? (Ice-pans are blocks of ice floating in the sea. Only a small part of an ice-pan sticks above the top of the water. The most clearly seen ice-pan is the one upon which all but two of the dogs are standing.) 4. What danger do you think one would face in traveling across ice-pans? (The danger of falling into the icy waters between the ice-pans and drowning or of becoming so severely chilled that serious illness would follow.) 5. What trouble is the traveler having? (The dog team is divided. His sled is about to sink into the water. The traveler himself is separated from the main part of his dog team.) 6. What experiences do you think you would have if you were on an ice-pan and the wind blew it out to sea? (This unit will tell you what one man experienced.)

Picture No. 12. Dr. Grenfell in an Eskimo kayak off the coast of Labrador.

1. What is Dr. Grenfell doing? (He is paddling the kayak. Each end of the object he holds in his hands has been flattened to form a paddle. Dr. Grenfell can paddle on either side of the kayak without changing the paddle from one side of the boat to the other as the Indians had to do.) 2. Why do you suppose

the waves on the sea do not splash into the kayak and fill it with water? (The kayak is covered with skins to keep the water out. There is only one opening. It is at the place where Dr. Grenfell sits. Even this opening has flaps made of skins which are laced so tightly around his body after a person seats himself in the kayak that water cannot enter.) 3. What do you see in the background? (An iceberg.) 4. How much of the iceberg do you suppose is beneath the top of the water? (About seven times as much of an iceberg is below the top of the water as is above it.) 5. How do the people of Labrador make their living? (Mainly by hunting and fishing.) 6. Why would a doctor have a difficult time visiting his patients in winter? (People are widely scattered over a large area and travel is very difficult.) 7. Do you know about the adventures that Dr. Grenfell had as he visited his patients in Labrador? (This unit will tell you about some of them.)

Picture No. 13. Madame Curie, who, with her husband, discovered radium.

1. What is radium? (While knowledge of the metal is not at all complete, a few things are known that pupils can understand. It is a silver-colored metal. It is the second heaviest metal known — heavier than gold or platinum. It continually gives off rays, similarly to X-rays and heat. It is very rare and very expensive. A teaspoonful of radium is said to be worth eighteen million dollars.) 2. When was this metal discovered? (1898.) 3. Was it easily found? (No. Its discovery was extremely difficult. The work that Madame Curie, her husband, and Monsieur Bémont did was one of the most difficult and painstaking tasks ever undertaken by scientists.) 4. What are the uses of radium? (Radium has two uses. It is used for making luminous products. Luminous figures on the dials of watches and clocks are examples of this use of radium. Such figures glow and can be seen in the dark. Extremely small quantities of radium are mixed with other substances to make a paint. The paint is then applied to the faces of timepieces. The more important way in which radium is used is the treatment of the

dreadful disease called cancer and other growths similar to cancer.) 5. Read the legend below the picture. In what way does one risk one's life in working with radium? (It is now known that radium is a very dangerous substance if not handled properly. Several employees in clock and watch factories who worked with luminous paint have died of radium poisoning. Madame Curie faced this danger. She continued to work with radium after her husband was killed by a dray on a street in Paris in 1906.) 6. Do you think Madame Curie and others who worked with her did heroic work in the discovery of radium? Why? (Pupils answer.)

D. Suggested Group Activities for Optional Use

1. Find out how Dr. Edward Jenner discovered vaccination as a preventive of smallpox.

2. Find out how Major Walter Reed, Dr. Jesse W. Lazear, Dr. James Carroll, and others found the cause of yellow fever.

3. Make a list of heroes and heroines about whom you would like to study. Place the list on the bulletin board and read about them during spare time as the study of this unit progresses.

4. Is there a statue of some famous person near your home? If so, find out why the person was famous. Do you think he was a hero? Why?

5. Find out who the Franciscans were and what great work they did.

6. Make a list of definitions of what a hero is, or what heroic service is. Keep the list. After the unit has been read, decide whether the definitions should be changed.

7. Make a collection of pictures of persons who are considered to be heroes.

III. ADAPTABILITY OF SELECTIONS IN THE UNIT FOR USE IN THE DEVELOPMENT OF IMPORTANT READING HABITS AND SKILLS

A. Order of Selections in the Unit

1. Heroic Lives, and The Maid of France, pages 81-94
2. Louis Pasteur, pages 95-112

3. The Poor Man of Assisi, pages 115-125
4. Jane Addams, pages 127-140
5. Wilfred Grenfell Who Loved His Fellowmen, and Adrift on an Ice-Pan, pages 143-159

B. Classification of Selections

The following chart indicates which selections are best suited for use in developing a given reading habit or skill:

READING HABITS AND SKILLS	SELECTIONS				
	1	2	3	4	5
1. Getting the main ideas.....	x	x	x	x	x
2. Reading for details.....	x	x	x	x	x
3. Drawing conclusions.....	x	x	x	x	x
4. Locating information.....	x	x		x	
5. Selecting material read.....	x	x	x	x	x
6. Organizing ideas.....	x	x	x	x	x
7. Remembering ideas.....	x	x	x	x	
8. Oral reading.....					

IV. TEACHING THE INDIVIDUAL SELECTIONS

HEROIC LIVES THE MAID OF FRANCE pages 81-94

A. Introducing the Stories

Raise the following questions:

1. What heroes have you heard about who served our country? What did they do?
2. Do you know of any heroes in other countries? What did they do?
3. Do you think a girl could be a heroine in our country? How?
4. Do you know of any heroines in our country now?

B. Introductory Reading of the Stories

For some classes the reading of these stories should be divided into two sections. The first section may end on page 82. The reading may be done silently. A suitable purpose for the whole selection is: *Why is Joan of Arc called a heroine?* A suggested purpose for the first section is: *For what reasons is a person called a hero or a heroine?*

The following questions may be used for discussion subsequent to the reading:

Page 81. 1. Which of the definitions do you like best? Why? 2. Why was Lindbergh called a hero? 3. Would you call Marie Curie a heroine? Why?

Page 82. 1. What did Jane Addams do? 2. Why was she a heroine? 3. What heroes or heroines whose life story is not told in a book do you know?

The second division should be read silently. A satisfactory purpose is: *How did Joan of Arc serve her country?*

The following questions are suggested for discussion:

Page 83. 1. Where did Joan of Arc live? 2. How did she help in the home?

Pages 84-85. 1. Do you believe in fairies and witches? Why? 2. Why do you think people at that time believed in fairies and witches? How could a belief in fairies and witches affect the behavior of people? 3. What would make you think that Joan of Arc was a religious girl? 4. What did Joan do when she heard that the English soldiers might soon be driving her people from their homes?

Pages 86-87. 1. What message did Joan get from the sweet voice? 2. In what way did Joan become different from other children? 3. Why didn't Joan ever become fearful that the people would be driven from their homes? 4. What did the voices tell her to do?

Pages 88-89. 1. How was Joan dressed to go to see the king? 2. How do you suppose she was able to recognize the strange

king? 3. What did she ask him to do? 4. What did the people of Orleans think of Joan?

Page 90. 1. How was Joan able to lead the soldiers to victory? 2. What happened in France after the English had been driven away? 3. Do you think Joan had anything to do with this? Why?

Pages 92-93. 1. Tell how the cathedral looked as the king was crowned. 2. Why were the English so bitter against Joan? 3. What happened to Joan? 4. How was she treated? 5. Why was she not afraid?

Page 94. 1. How did Joan meet her death? 2. What friends did Joan have among the English soldiers?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What do you think Joan of Arc would have done if she could have known she would be captured, thrown into prison, and executed? 2. What were some of the qualities of a heroine that Joan possessed? 3. Do you think Joan was the only girl who could do heroic things? Why? 4. Why do you think Joan did so much for her country? 5. Do you think Joan was a heroine? Why?

Other Activities: 1. Find other stories about heroines. These may be read aloud to the class. 2. Find out other information about Joan of Arc. Decide with your classmates what books you can use.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas* (Using pages 83-94)

Which of the following topics tells what the whole story is about?

1. How Joan spent her childhood. 2. How the English fought the French. 3. How the king was crowned. 4. How Joan saved her country. 5. How Joan was treated cruelly.

2. *Reading for details* (Using pages 83-94)

1. What was the name of the village where Joan lived? 2.

Who ruled in France before the king was crowned? 3. How long had the English been fighting against France? 4. How old was Joan when she led the soldiers in war? 5. What did the soldiers call Joan as she went with them? 6. What did King Charles do to help save Joan? 7. What was the last thing that Joan wanted before she died?

3. *Drawing conclusions*

Which of these statements are true?

1. Joan of Arc was a coward. 2. Joan always thought of others. 3. The king loved his people. 4. Joan was a brave girl. 5. The people had confidence in Joan. 6. The king was proud of Joan. 7. The king loved Joan. (True: 2, 4, 5.)

4. *Locating information*

Here is part of the index of a book:

Joan of Arc, attitude toward King Charles, 34; birth, 31; capture, 39-40; death, 43; early home life, 32-33; imprisonment, 41-42; life as a soldier, 35-38; victories, 37.

On what pages in the book would you look to find answers to these questions:

1. When was Joan born? 2. What victories did her army win? 3. How was Joan captured? 4. Who was responsible for her being burned as a witch? 5. What work did Joan do as a child?

5. *Selecting material read*

Find the paragraphs that answer the following questions:

1. Where did Joan go to be alone? 2. What did Joan wear when she went to see the king? 3. Who saw the king crowned? 4. How did the English soldiers treat Joan of Arc? 5. What did Joan wear in battle?

6. *Organizing ideas*

Arrange the following events in the order that they happened in the story:

1. Joan prayed every day for God to save her country. 2. The king was crowned in the cathedral. 3. Joan led the soldiers into battle. 4. Joan went to see the king. 5. The English were cruel to Joan. (Correct order: 1, 4, 3, 2, 5.)

7. *Remembering ideas*

Suppose you were going to give a talk on conditions in France at the time of Joan of Arc. Find the paragraphs that tell ideas you would need to remember for this purpose.

LOUIS PASTEUR

pages 95-112

A. Introducing the Story

This story may be introduced by an informal conversation preceded by questions such as:

1. How many of you have a dog? 2. How do you protect him against disease? How do you protect him against distemper? (Inoculation.) 3. Were you ever inoculated against a disease? Which one? 4. Were you ever vaccinated? 5. Why were you vaccinated? 6. How do you think the discoveries of ways to protect animals and people against certain diseases were made?

B. Introductory Reading of the Story

The reading of this story should be broken into two divisions. The first part may end at the bottom of page 104. This material may be read silently. A suitable purpose for reading the first division is: *What great discoveries did Pasteur make early in his life?*

The following questions may be used for discussion:

Page 95. How did the people of France celebrate the hundredth birthday of Pasteur?

Pages 96-97. 1. How many different kinds of heroes do you know about? 2. What kind of hero was Pasteur? 3. What were the enemies that Pasteur fought? 4. Why was Pasteur's task such a difficult one?

Pages 98-99. 1. Why do you think Pasteur was able to win so many victories? 2. Whom, other than himself, did Pasteur's victories help? 3. How did the French government honor Pasteur? 4. What fine things did Pasteur say about his father and his mother? 5. In what way was Pasteur like other boys? 6. In what way was he different from most boys?

Pages 100-101. 1. For what profession did Pasteur prepare himself? 2. Would you say that Pasteur was industrious? Why? 3. Why do you think Pasteur's father gave him the advice he did?

Pages 102-103. 1. What did Pasteur find out about the crystals in wines? 2. Why do you think encouragement from a great and well-known scientist helped Pasteur so much at this time? 3. How did Pasteur find out so much about germs that grow in wines? 4. What did he find that would kill germs? 5. Where are disease germs found?

Page 104. 1. Why didn't the silkgrowers want Pasteur to help them? 2. What did he discover about the diseased silkworms?

The second division begins on page 105. This material should be read silently. A satisfactory purpose is: *What discoveries did Pasteur make that were helpful to men and animals?*

The following questions are suggested for discussion:

Page 105. 1. Who proved that vaccine would keep people from catching smallpox? 2. What did Pasteur do to prevent sheep from having anthrax?

Pages 106-107. 1. What was the experiment that was made

on sheep? 2. How long did the experiment last? 3. What were the results of the experiment? 4. What happened to the sheep in France after this experiment was made?

Pages 108-109. 1. What causes the disease of hydrophobia in human beings? 2. How were people in early times treated for hydrophobia? 3. What did Pasteur experiment with to find a cure for this disease?

Pages 110-112. 1. What caused Pasteur to experiment with human beings? 2. Who was the first person to be experimented with? 3. How did the inoculation affect the child? 4. How did Pasteur act while the experiment on the child was going on? 5. How did France show her respect to Pasteur? 6. What was Pasteur's message to the governor of the colony that was named for him?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Why do people everywhere honor Pasteur? 2. What qualities did Pasteur have that caused him to do such great things? 3. Which experiment of Pasteur's made you feel you would like to find out what experiments have been made by other people? 4. Do you think Louis Pasteur was as great a hero as George Washington or Abraham Lincoln? Why?

Other Activities: 1. Find out what other experiments have been made which have helped to conquer disease. (The story of Madame Curie would be a good one, also the story of Dr. Jenner, and of Dr. Lazear.) 2. List the experiments that Pasteur made, and see if you can decide which one was most helpful to man.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. Pasteur made discoveries that improved the health of the world. 2. As a young man Pasteur was industrious and careful. 3. Pasteur discovered how to keep water pure. 4. Pasteur

saved the wine makers a great deal of money. 5. None of Pasteur's discoveries was made while he was trying to improve the health of men. 6. Pasteur helped the silk industry. 7. Pasteur's discoveries caused doctors to change one important part of their work. (True: 1, 2, 4, 5, 6.)

2. *Reading for details* (Using pages 96-108)

1. What did Pasteur use as weapons in his battles? 2. Why was Pasteur so slow in school? 3. Why did he want to get an education? 4. What did Pasteur discover in his experiment with wines? 5. What countries were troubled by the disease of the silkworms? 6. What disease was so common among the sheep? 7. What animals were causing the disease of hydrophobia to spread?

3. *Drawing conclusions*

Choose the best way to complete each statement:

1. Pasteur made so many experiments because (he wanted to occupy his time, he wanted to become great, he wanted to help his fellow beings). 2. France had a magnificent funeral for Pasteur when he died because (he had been a chemist, he had done so much to help the people, he had been a good citizen, he had become a scientist). 3. The people wanted to know a way to kill germs because (germs were so small, there were so many of them, germs were harmful to man and animals, germs were queer-looking things). 4. Pasteur was a hero because (he lived in the same country as Joan of Arc had lived, he helped people, he was a scientist, he worked hard).

4. *Locating information*

Choose the word which you would first look for in the index of a book to find the answer to each of these questions:

1. What is *anthrax*? 2. In what town in France was *Pasteur* born? 3. What discoveries did *Pasteur* make? 4. What diseases affect *sheep*? 5. What damage is caused by *germs*?

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. How did Pasteur's victories help doctors?
2. How fast do germs grow, or multiply?
3. What did Pasteur's parents teach him that he remembered all his life?
4. When Pasteur was in school, what subject did he like best?
5. What is the process called in which milk is heated to make it safe for use?
6. Who did the silkgrowers think could best help them in fighting the disease of their silkworms?

6. *Organizing ideas*

The story tells of four victories that Pasteur won. Have pupils complete this skeleton outline:

VICTORIES PASTEUR WON

- I. How to keep wine from souring
- II.
- III.
- IV.

7. *Remembering ideas*

Suppose you wanted to explain to someone about the work that Pasteur did which had to do with the health of people. Find the paragraphs that tell ideas you would need to remember.

THE POOR MAN OF ASSISI

pages 115-125

A. *Introducing the Story*

This story may be introduced by an informal discussion centering around the following questions:

1. What organizations do you know whose main purpose is to serve others? (Church, community chest, Salvation Army, etc.)
2. What groups of people do you know who try to make people happier? (Doctors, nurses, ministers, social workers, etc.)

3. Have you read about anyone who spent most of his life helping others? (Clara Barton, Florence Nightingale, Joan of Arc, Pasteur, etc.) 4. What minister or churchman of whom you have heard would you call a hero?

B. Introductory Reading of the Story

This story may be read silently. A suitable purpose is: *What did Francis do that would make him a hero?*

The following questions may be used for discussing the reading:

Page 115. 1. What did Francis like to do when he was young? 2. What was Bernardone's work? 3. How did Francis treat the beggar at first?

Pages 116-117. 1. How did Francis prove that he was really sorry for his rude actions toward the beggar? 2. What effect did the happening have on Francis? 3. What did his father do for him? 4. What did Francis do with his money? 5. How did his father feel about his actions?

Pages 118-119. 1. What did Francis do that took great courage? 2. How did he get money to help the poor? 3. Why did Francis want to remain poor? 4. How did he get his food and clothing? 5. What influence did he have on other men? 6. What were his followers called?

Pages 120-121. 1. Where did Francis do his preaching? 2. What kind of audience would he preach to? 3. What was the wild animal that the legend told about? 4. How did the people feel about the animal?

Pages 122-123. 1. How do you suppose Francis was able to control the wild animal? 2. How did the animal respond to the treatment that Francis gave him? 3. What happened to the wolf after his kind treatment by Francis? 4. Do you think the story of the wolf was true? Why? 5. How did Francis wish to spend his last days?

Pages 124-125. 1. What kind of place did Francis choose to live in? 2. What did Francis call the birds? 3. Why were the birds glad that Francis came to live with them?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. In the life of Francis what was so outstanding and unusual that it caused him to be remembered all these years? 2. What did you read in the story that makes you want to read about other people who help those who need aid? 3. Would you say that Francis was a hero? Why?

Other Activities: 1. Have pupils find out more about "friars" and report to the class. What work have they done in the world? What did they do in America? 2. Make a list of the things a boy or girl can do to make others happy without living as Francis lived.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of the following statements do you think tells best the main thought of the story?

1. Francis was a good man. 2. Francis gave up his family relationship. 3. Francis loved the poor. 4. Francis spent his life in helping others. 5. Francis knew how to handle dumb animals.

2. *Reading for details* (Using pages 115-123)

1. What remark did Francis make about the beggar as he left the shop? 2. How did the rich friends of Francis feel about the poor? 3. What were the only articles that Francis kept after making his gifts to the poor? 4. What things did Francis give to the poor? 5. Who were the characters mentioned in the legend?

3. *Drawing conclusions*

1. Do you think the Bishop thought that Francis stole the money he gave to the church? Why? 2. Do you think that Francis could control the behavior of the birds and animals as the legend tells it? Why? 3. What qualities did Francis possess that made him a hero? 4. Was Francis a foolish man? Why?

4. *Selecting material read*

Find paragraphs that give answers to these questions:

1. Was Francis's father the same kind of man that Francis was?
2. What caused Francis to decide to devote his life to helping others?
3. How did the people feel toward Francis?
4. Where did Francis do his preaching?
5. How did Francis get money for the poor?

5. *Organizing ideas* (Using page 118)

The third paragraph on page 118 tells ways in which Francis helped the poor and others. Have pupils fill in this skeleton outline:

HOW FRANCIS HELPED THE POOR AND OTHER PEOPLE

- I. Got money for the poor
- II. Worked for the poor
 - A. Helped with the harvest
 - B.
- III.
- IV.
- V.

6. *Remembering ideas*

Suppose you wanted to tell other people the things that Francis did which made his life heroic. Find the paragraphs that tell ideas you would need to remember for this purpose.

JANE ADDAMS

pages 127-140

A. *Introducing the Story*

This story may be introduced by an informal discussion. The following questions may be used:

1. Look at Picture No. 9 again. Is there a section of your city or of a large city near you where very poor people live?

Have you ever been in such a section in any city? 2. What are the living conditions of these people? Is the city doing anything to make the conditions better? 3. What do you think could be done to make them better?

B. Introductory Reading of the Story

The reading of this story should be broken into two divisions. The first division ends on page 135. This material may be read silently. A suitable purpose is: *What caused Jane Addams to want to do something for unfortunate people?*

The following questions may be used for discussion:

Page 127. 1. How old was Jane when she made her first trip to the city? 2. Where was the city that Jane visited? 3. Why was she glad to make the visit?

Pages 128-129. 1. What did Jane see that troubled her so much? 2. How did Jane feel about the misery of other people? 3. What was Jane's feeling toward her father? 4. Why didn't Jane's father want her to wear her new coat? 5. Was Jane happy to wear her old coat? Why?

Pages 130-131. 1. What did Jane's father say about the way some rich people dress? 2. How did Jane spend her early life? 3. What happened to Jane when she was seventeen? 4. Where did Jane go for a vacation? With whom did she go?

Pages 132-133. 1. What experience did Jane have that left such a horrible picture in her mind? 2. What did Jane plan to do after her trip to the slums? 3. Who wanted to join her in the work? 4. Where did she want her big house to stand? 5. Who owned the house that Jane bought? What name did she give to it? 6. In what kind of neighborhood was Hull House located? 7. How did Jane furnish the house?

Pages 134-135. 1. When did the two women move into Hull House? 2. Who were their neighbors? How many nationalities lived in the neighborhood? 3. Where did the mothers in the neighborhood work? Who do you suppose took care of

the children? 4. What did Hull House do to help care for the children?

The second division begins at the top of page 136. A suitable purpose for silent reading of this material is: *Why was Jane Addams called Chicago's greatest citizen?*

Pages 136-137. 1. Why did Jane start the Coffee House? 2. What did Jane put in Hull House that the boys and girls enjoyed so much? 3. How did the women of the neighborhood make use of the living room of the House? 4. What people were given help in Hull House? 5. What did Jane do to help the people enjoy beautiful things?

Pages 138-139. 1. What group of men came to the party that was given at Hull House? Why didn't their wives come? 2. Why was the party a success? 3. Did the women ever come to the parties? 4. What two classes of people did Jane help? 5. How did she help those who had money and time? 6. What additions were made to Hull House? 7. Was Jane Addams satisfied with serving the people in her own neighborhood? Why?

Page 140. What things did Jane do that helped people all over the city?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What interesting customs did you read about that would make you want to find out more about the customs of foreign people? 2. What did Jane do that made Chicago call her its greatest citizen? 3. Why couldn't Jane Addams have been as happy and have done as great a service by living in the best part of the city? 4. Would you say that Jane Addams was a heroine? Why? What victories did she win?

Other Activities: 1. Have children find and read stories of other women who have helped unfortunate people. 2. Make a list of the things Jane did that made her a great citizen. 3. Make a list of the things a boy or girl can do to be a good citizen in his community by helping unfortunate people.

D. Rereading the Story for Specific Purposes**1. *Getting the main ideas***

Which of the following statements is true?

1. The whole story tells how Jane Addams used her house.
2. The whole story tells how Jane came to buy the Hull House.
3. The whole story tells how Jane helped the people of Chicago.
4. The whole story tells how much the people of Chicago appreciated Jane Addams. (True: 3.)

2. *Reading for details* (Using pages 130-132)

1. Where did Jane go to school when she was seventeen?
2. What did many of the girls want to do?
3. What did Jane want to do?
4. Where did she go to medical college?
5. What did she do in the countries she visited?
6. Where were the slums that Jane saw in London?
7. How did she go to see them?
8. What kind of food was being sold at auction?
9. What was the name of Jane's friend?
10. Where did Jane decide to have her big house?

3. *Drawing conclusions*

Which of these sentences are true?

1. Mr. Addams was not sympathetic toward the poor people.
2. Jane's concern about the poor people showed itself in her desire to become a doctor.
3. The work that Jane did at Hull House provided ways for the boys and girls to spend their spare time.
4. Jane provided ways for the adults to have entertainment.
5. The poor people did not really appreciate the work that Jane was trying to do.
6. Jane was interested in helping only the poor people. (True: 2, 3, 4.)

4. *Locating information*

Here is part of the index of a book:

Addams, Jane, birth, 114; co-workers with, 121; early ambitions, 117-118; influenced by father, 119; influence on state legislation, 128-130; people's attitude toward, 122; work at Hull House, 120-125.

On what pages in the book would you look to find answers to these questions?

1. What things did Jane's father encourage her to do? 2. What laws did Jane help to get passed in Illinois? 3. In what ways did the people make use of Hull House? 4. What people worked with Jane at Hull House? 5. Who was Ellen Starr?

5. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. What things did Jane see that gave her the desire to help poor people? 2. Where did Jane travel in Europe? 3. Where was Hull House located in Chicago? 4. What did Jane do at Hull House to give people recreation? 5. What did Jane do to help other people?

6. *Organizing ideas*

Pages 139-140 tell ways that Jane helped people who were not poor. Pupils may complete this skeleton outline:

WAYS IN WHICH JANE HELPED PEOPLE WHO WERE NOT POOR

- I. Made Hull House a meeting place for people who needed help and for those who wanted to give help
- II. Built new buildings
 - A.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.
 - H.
- III. Worked to get better milk
- IV.
- V.

7. *Remembering ideas*

Suppose you wished to tell a friend the things that Jane did for the poor people. Find the paragraphs that tell the ideas you would need to remember for this purpose.

WILFRED GRENFELL WHO LOVED HIS FELLOWMEN

ADRIFT ON AN ICE-PAN

pages 143-159

A. Introducing the Stories

These stories may be introduced by means of discussion centering around the following questions:

1. Look at Pictures Nos. 11 and 12 again. What kind of country do you think this is? Would you like to live in Labrador? Why? 2. Do you think the country is thickly populated? 3. How would one travel from one village to another? 4. Do you think a doctor would have an easy time getting around to see his patients? 5. What would happen sometimes when the doctor could not get to sick people? 6. What dangers would he face in traveling along the coast from one village to another?

B. Introductory Reading of the Stories

The selections should be divided into the three parts indicated in the text. The first part ends on page 146. This material may be read silently. A suitable purpose is: *Why can Dr. Grenfell be called a hero?*

The following questions may be used for discussion:

Page 143. 1. Where is Labrador? 2. What people lived there before white men came? 3. How did the white people make their living after they came? 4. How large are the settlements there now? 5. Why do more people not live in Labrador?

Pages 144-145. 1. What do the men do during the summer? What do they do in winter? 2. When do the people suffer the greatest hardships? Why? 3. What did the people lack before

1892? 4. Why did Grenfell decide to go to Labrador? 5. What success did Grenfell have the first year he was in Labrador? 6. What happened at the end of the first two years?

Page 146. 1. What did Dr. Grenfell use the money for? 2. What progress had been made at the end of forty years? 3. Who were the people that helped Dr. Grenfell?

The second division begins on page 147 and ends at the bottom of page 153. This section should be read silently. A suitable purpose is: *In what dangerous situation did Dr. Grenfell once find himself?*

The following questions are suggested for discussion:

Page 147. Why did the men come to get help? How far had they come?

Pages 148-149. 1. What were the names of Grenfell's dogs? 2. How far did they travel the first day? 3. Why did he send his friends ahead of him the next morning? 4. Why did Grenfell decide to take a short cut across the ice? 5. What is "sish" ice? Why is it dangerous for traveling with a dog team?

Pages 150-151. 1. What happened to the ice on which Dr. Grenfell was traveling? 2. What did he tell the dogs to do? What happened then? 3. Why did Dr. Grenfell cut the traces?

Pages 152-153. 1. How did Grenfell get to the cake of snow? Why did he decide to leave it? 2. How did he plan to get to a large ice-pan? 3. How did the dogs know where to go to find the ice-pan? 4. What did Grenfell discover after they had arrived on the ice-pan?

The third part of the selection begins on page 154. A suitable purpose for silent reading is: *How was Grenfell saved from death?*

The following questions are suggested for discussion:

Pages 154-155. 1. What chance did Dr. Grenfell think there was for him to be found? 2. How did he keep himself from freezing? 3. What was he able to see on all sides of him? 4. How did he keep warm through the night?

Pages 156-157. 1. How did the biggest dog help Dr. Grenfell? 2. What did he do to try to attract the attention of fishermen? 3. What did he see that he thought was a boat? What wasn't he able to see very well? 4. How do you suppose he felt when he saw a boat coming?

Pages 158-159. 1. What did the men do for Grenfell to help him? 2. Do you think his waving all the time was in vain? 3. What did he look like when he arrived in the village? 4. What became of the boy that Dr. Grenfell started to see at the beginning of the story? 5. What is the inscription on the bronze tablet?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What were some of the things Grenfell did that took courage? 2. What did Grenfell do that was so helpful to mankind? 3. Do you think Dr. Grenfell deserved to be called a hero? Why?

Other Activities: 1. Find other stories that tell more about Grenfell's life. 2. Make a list of the traits you think Dr. Grenfell had which made him a hero. 3. Find out how other doctors have been heroes.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. Labrador is a barren, cold country. 2. Dr. Grenfell went there to help the people take care of their health. 3. Travel in Labrador is not easy. 4. Dr. Grenfell faced danger trying to help another person. 5. Dr. Grenfell almost lost his life by freezing and drowning. 6. The dogs left Dr. Grenfell to himself. (True: 1, 2, 3, 4, 5.)

2. *Reading for details* (Using pages 143-144)

1. How long is the coast of Labrador on the Atlantic Ocean? 2. Who lived in Labrador up to 300 years ago? 3. What business did white men later do with the Indians? 4. From what countries did white people come to make their homes in Labrador?

5. How did they make their living? 6. Who are most of the people who live in Labrador now? 7. What does winter do to the coast of Labrador? 8. How large is Labrador?

3. *Drawing conclusions*

1. Do you think many vegetables and fruits are raised in Labrador? Why? 2. Who do you suppose cared for the sick before Dr. Grenfell went to Labrador? 3. Why do you think Grenfell did not leave after his first year in Labrador? 4. How do you suppose Grenfell felt about killing his dogs? 5. Why do you think the fishermen were glad to find Grenfell? 6. Was Grenfell a courageous man? How do you know?

4. *Selecting material read* (Using pages 147-159)

Find the paragraphs that answer these questions:

1. What means of transportation did Dr. Grenfell use? 2. How did he keep warm during the night on the ice-pan? 3. How did Grenfell use the dogs to escape from danger? 4. How did Grenfell attempt to get help? 5. What harm came to Dr. Grenfell?

5. *Organizing ideas* (Using pages 147-159)

Arrange these events in the order that they happened in the story:

1. Three dogs were killed. 2. A boat arrived. 3. A call came to go to see a sick boy. 4. The first night was spent in a village. 5. Grenfell put up a flag. 6. The ice on which Grenfell was traveling was being blown out to sea. 7. Grenfell and his dogs climbed on a cake of snow. 8. Grenfell and the dogs moved to an ice-pan. (Correct order: 3, 4, 6, 7, 8, 1, 5, 2.)

V. SUGGESTED ACTIVITIES FOR THE UNIT AS A WHOLE

1. Have pupils decide with their classmates what it is that makes a person a hero, and what heroic service is.

2. Have pupils add to their file of reviews the reviews of stories and books read about the lives of people who gave heroic service.

3. Find out what heroes helped to conquer diphtheria, yellow fever, and other plagues. How did they do it?

4. Make a portfolio or record book on *Heroes and Heroines*. Decide what people should be included in the book. Find pictures of each one, and place them in the book. Have pupils write short biographies of persons included, and a statement telling why they are heroes or heroines.

5. Have pupils decide what persons often considered to be heroes did not spend their lives trying to help other people.

6. Have pupils decide upon other heroes about whom they would like to find out. Appoint committees to gather material on different persons and to report some to the class.

7. Have pupils discuss whether Jane Addams or Joan of Arc was the greater heroine. How were their services different? Was Louis Pasteur or Napoleon Bonaparte the greater hero? Why? What kind of heroes does the world need most?

8. Have pupils decide whether heroes are living today. Who are some of them? What kinds of work are they doing?

9. Have pupils decide what kind of heroes the world needs today. What work needs to be done?

10. Have pupils decide what things they can do to help other people.

VI. A WRITTEN TEST ON BASAL CONCEPTS

1. Write a sentence telling what makes a person a hero.
2. Why was Jane Addams a heroine?
3. Why was Pasteur a hero?
4. What was it that made Dr. Grenfell a hero?
5. Are all famous people heroes?
6. Are all heroes famous?
7. What are some of the things done by persons in laboratories to help other people?
8. What are some of the things done by ministers like Francis Bernardone to help other people?
9. Who was the only person in this unit who became a hero in war?
10. Have all heroes had statues erected to their memory?

UNIT THREE

HOBBIES

I. PURPOSE OF THE UNIT

To acquaint children with some hobbies that different people enjoy and with the ways in which hobbies have been used to promote human welfare, and to help them to develop a variety of worthy interests in life.

II. PREPARATION FOR READING THE UNIT

(The Reading-Readiness Approach)

A. Basal Concepts to be Developed

These concepts are developed through the use of the pictures and informal discussion before the unit is read.

- | | |
|-------------------------------------|---|
| 1. What model airplanes are | 10. How pottery is decorated |
| 2. How airplanes fly | 11. What tools are used in making wooden models |
| 3. How model planes are built | 12. What stamp collecting is |
| 4. What a hobby is | 13. What needlework is |
| 5. What weaving is | 14. What a microscope is |
| 6. What pottery is | 15. What the study of plants and animals is |
| 7. How pottery is made by hand | 16. What repairing is |
| 8. What metalwork is | 17. How to become interested in a hobby |
| 9. What tools are used in metalwork | |

B. Oral Vocabulary to be Used and Understood During the Discussion

model
airplane
hobby
weaving
loom

pottery
coil method
clay
designs
pattern

metalwork
punch
snips
stamp
vise

handicrafts	album	drill
propeller	embroidery	plans
cornet	needlework	terrarium
music	tatting	radio
leisure	lace	electricity
stamp collection	crochet	fungi

C. Suggested Questions for Discussion

Introductory Discussion

1. What is the title of the unit, page 161? 2. What does it mean? 3. What is the boy doing in the picture? (Looking at something through a microscope.) 4. What is a microscope? (An instrument which magnifies things seen through it. It makes things look much larger than they really are. If you look at a tiny speck of dust through a microscope, it may appear to be as large as a dime. Many things which are too small to be seen with the unaided eye can be seen easily with a microscope.) 5. Does the boy appear to be interested in what he sees? 6. What do you see on the shelves back of the boy? (Starfish, leaves, shells, snails.) 7. Where do you suppose they came from? (Boy probably collected them from the seashore and the forest.) 8. Read page 162 aloud. What is a hobby? 9. What is your hobby? (Individual pupils may tell about their own hobbies.) 10. In what ways can hobbies be worth while? (Cause one to learn many interesting and valuable things. Give pleasure. Develop other interests. May lead to work that a person will follow when he grows up.) 11. Do you know how to become interested in a hobby? (Learn by talking with others or by reading what interesting hobbies other persons have. Choose one from those you learn about or one you yourself think of. Then start to work on it.)

Picture No. 1. Flying model airplanes.

1. Where do you think the boys got their airplanes? (Probably made them.) 2. Are the boys having a contest? (Perhaps. In some cities, prizes are given to children who make the best model airplanes.) 3. What makes an airplane fly? (The air-

plane propeller pulls the airplane rapidly through the air. As the plane moves along, the rushing air on the underside of the plane's wings pushes upwards with great force, while the air just above the wings pushes down hardly at all.) 4. Did the models in the picture rise from the ground? (No. They took off from the boys' hands.) 5. What causes the propellers of these models to turn? (Propellers are driven by rubber bands which are wound up before the planes take off.) 6. How did the boys become able to enjoy their hobby of making model airplanes? (By careful study and practice.)

Picture No. 2. Building a model airplane.

1. Have you ever made a model airplane that would fly? (Pupils who have may tell details.) 2. Where can you get a model airplane that will fly? (You can make or buy one. Perhaps it is better at first to buy a model. One can be bought for a few cents from almost any store that sells toys. By a careful study of a model from a toy factory, one can learn to make a similar one for himself. Later one may learn to make other models.) 3. Do you know what things are needed for making airplane models? (Thin paper, balsa wood, toothpicks, glue, rubber bands, a knife, and pins are material for making small wood and paper models. Larger models, especially those that are driven by tiny gasoline motors, require the use of heavier and stronger material. Bamboo, aluminum wire, and draftsman's cloth are necessary.) 4. Is the model in the picture made of paper? (No. This is a large model. It is made of the heavier and stronger materials.) 5. How may your hobbies help you choose the work you wish to do when you grow up? (You learn many things as you study and work at your hobby. The things you learn and the skill you develop may help you to decide what you want to do when you grow up.) 6. To what lifework might a boy's hobby in airplanes lead? (Airplane pilot, mechanic, airplane designer, airplane manufacturing.) 7. In what hobbies may a girl become interested? (Girls can become interested in any hobby. Hobbies should be chosen because of interests. Girls often have interests which are different from



Ewing Galloway

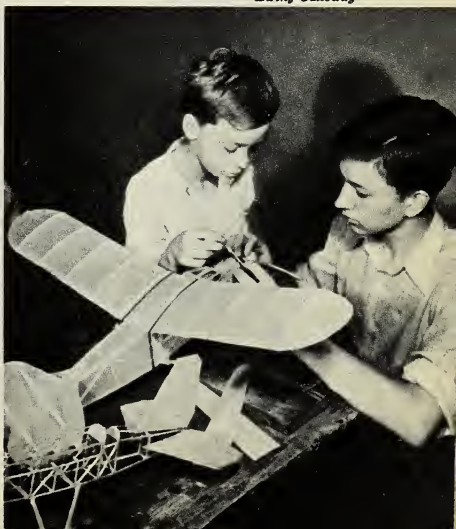
1. *Flying model airplanes.*

2. *Building a model airplane.*

Ewing Galloway

How may your interest in hobbies help you to choose the work you wish to do when you grow up?

To what life work might a boy's hobby in airplanes lead? In what hobbies may a girl become interested? What is your hobby now?





Courtesy of Childhood Education and J. D. Conner, Director of Elementary Education, San Diego, California.

3. Weaving, an interesting handicraft in the San Diego Schools.



John Quincy Adams School, Washington, D.C.

4. Making pottery by the coil method.

How may these handicrafts be useful to boys or girls in their homes?



Acme

5. *Workers in metal handicrafts generally use brass, copper, or iron.*

6. *Decorating pottery.*

De Cou, from Ewing Galloway

What do you think the boys are making? What tools do they use? What metal articles have you seen that were made by hand?

Many children make a hobby of painting. This boy's hobby is painting flower designs. What other designs might a painter choose?





Ewing Galloway

7. *Building a model trailer.*

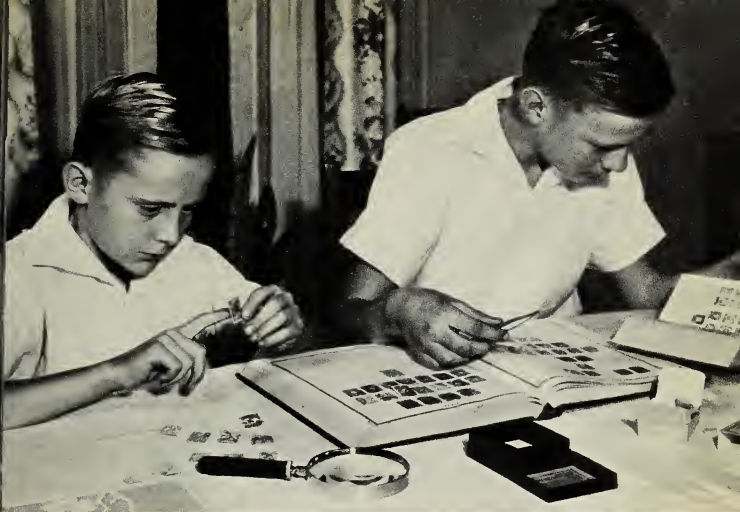
8. *A young cornet player.*

Ewing Galloway



Which would you take more pride in showing to a friend, a toy that you had made yourself, or one that you had bought? Why?

Why, do you suppose, is this boy practicing outdoors? Why does music make one of the finest hobbies for any boy or girl?



Ewing Galloway

9. *Stamp collecting.*

10. *Embroidering.*

Gendreau

Why is stamp collecting an interesting hobby for a boy or girl? What can you learn from it?

What other kinds of needlework besides embroidery do girls or women often choose as a hobby? In what ways are these hobbies useful to girls in their homes?





Publishers' Photo Service

11. *Nature hobbies. Studying plants and animals.*

In what ways are a camera and a microscope helpful in studying plants and animals? What advantages do outdoor hobbies have over indoor hobbies?



Ewing Galloway

12. *Building a radio set.*



Ewing Galloway

13. *Repairing a homemade car.*

Are these boys enjoying their hobbies? Are they learning anything? What?



West School, Washington, D.C.

14. *Three exhibits at a school hobby show.*

What are the children exhibiting in each picture?

those of boys. Designing and making doll clothes, doing embroidery and fancy needlework, knitting, and weaving are a few things that they often choose rather than building model airplanes.) 8. What is your hobby now?

Picture No. 3. Weaving, an interesting handicraft.

1. What is the meaning of *handicraft*? (Skilled work that is done by hand.) 2. What two kinds of weaving can you see being done? (Girl and boy working at a loom on table. Boy weaving a rug on upright frame.) 3. Why is weaving an interesting hobby? (Simple weaving is easily learned. The materials needed do not cost a great deal. Looms vary greatly in price. The one the girl is using costs about fifteen dollars. The frame the boy is using can be made with seventy-five cents' worth of lumber. Beautiful woven articles can be made by hand. Weaving articles with patterns and designs is very interesting work.) 4. Can you see the design the boy is weaving into the rug? (Simple Indian design.) 5. Do you think you would like to weave? Why? 6. What other kinds of work do you see the children doing? (Ironing, painting, making wallpaper designs, and sewing.) 7. How may these handicrafts be useful to boys or girls in their homes? (Pupils answer.)

Picture No. 4. Making pottery by the coil method.

1. What are the boys and girls using to make the pottery? (Pottery clay which has been moistened with water to make a stiff mud.) 2. Can you understand how pottery is made by the coil method by studying the picture? (Look at the boy standing at the left side of the picture. He is rolling the wet clay between his hands. The clay now looks like a short piece of rope. Look next at the girl in the left foreground. She is coiling the rope of mud to form the sides of a clay bowl. Now look at the bowl, or jar, on the low table in the foreground. This article is nearly finished. Look inside the bowl and notice how the wall was built by placing coil upon coil until the wall was as high as needed. The outside of the vessel was carefully smoothed out before the clay dried. Later the design was painted.)

Picture No. 5. Workers in metal handicrafts generally use brass, copper, tin, or iron.

1. What do you think the boys are doing? (Making metal electric-light shades.) 2. What tools do they use? (Hammer; screw driver; round, three-cornered, and flat files; vise; stamp; punch, and snips are the frequently used tools.) 3. Do you know these tools? (A common type of vise can be seen on the end of the table. Its handle extends down below the table top. A file is made of hard steel. It may be round, three-cornered, or flat in shape. It has many small ridges running across it. It is similar to a fingernail file. It will rub off pieces of metal in the same way that a fingernail file will rub off bits of a fingernail. A stamp is a small tool that has a design on its face. The design can be cut into a piece of metal by placing the stamp on the metal and striking with a hammer. The boy on the left side of the picture is about to stamp a design on a metal lamp shade. Stamps can be seen in the tin cans on the table. A punch is a sharp-pointed steel tool. It is used for punching a hole in sheet iron, tin, copper, or brass. The holes in the lamp shade on the right side of the picture were made with a punch. Small files were then used to give the holes the desired shape. Snips or tin shears slightly resemble scissors except that they are much stronger. Tin shears are used for cutting sheet iron, tin, brass, copper, and small wire.) 4. Does it cost much to follow light metalwork as a hobby? (About ten dollars' worth of tools are needed. Light sheet iron and tin are not expensive. Copper and brass are expensive.) 5. What metal articles have you seen that were made by hand? 6. Do you think you could make articles like them if you had the tools and material?

Picture No. 6. Decorating pottery.

1. What is the boy decorating? (A large flowerpot.) 2. What design is he painting? (Flowers and leaves.) 3. Do you think this is a good design for a flowerpot? Why? 4. What other designs would you suggest?

Picture No. 7. Building a model trailer.

1. What tools do you see on the table? (Hammer, wood file, and screw driver.) 2. What do you think is in the bottle? (Glue or paint.) 3. Where do you suppose the boy got the tiny license plates? (Toy shop.) 4. Do you think the boy is making a good model of a trailer? Why? (Pupils answer.) 5. What tools would you need to follow a hobby of wood modelmaking? (Besides those shown in the picture you will need a small drill for boring holes, a plane for smoothing and shaping boards, a saw, and a strong pocketknife.) 6. Have you ever made a wood model of anything? Why? (Pupils answer.) 7. Do you know other kinds of wood models that people enjoy making? (Wooden ships and airplanes are popular models.) 8. Which would you take more pride in showing a friend, a toy you had made or one you had bought? Why?

Picture No. 8. A young cornet player.

1. Why do you suppose this boy is practicing outdoors? (Outdoors the young player can play as loudly as he chooses.) 2. What is his music stand? Do you think he is interested in his work? Why? (Pupils answer.) 3. Why does music make one of the finest hobbies for any boy or girl? (Learning to play a musical instrument or to sing is very interesting work. After one has become a good player or singer, he can entertain himself and other people with the music he makes. Many people earn a living by their ability to make music, and a few have become famous for the same reason.)

Picture No. 9. Stamp collecting.

1. What are the boys doing? (The boy on the left is moistening the gummed stamp hinge on the back of a stamp before placing it in the stamp album. Most collectors use stamp hinges, small stickers with mucilage on them, to fasten the stamps in the album. The boy on the right is examining a stamp catalogue to learn about different kinds of stamps. A good catalogue contains a picture and short history of all kinds of stamps.) 2. What is the book in which the stamps are placed called? (A stamp al-

bum.) 3. What do the boys use the magnifying glass for? (They examine stamps with it. Some stamps are distinguished from others by fine lines which the naked eye can barely see.) 4. Why is stamp collecting an interesting hobby for a boy or girl? What can you learn from it? (It need not be expensive. It is always interesting to wonder what stamp one will next find for his collection. A stamp is really a souvenir from the country that issues it. A foreign country seems a little more real if you own some of its stamps. Many things can be learned by reading the histories of different issues of stamps. Stamp catalogues or albums often include short histories of famous people or important events. You can learn still more if you study the countries that issue the different stamps you collect and find out what their people do.)

Picture No. 10. Embroidering.

1. What other kinds of needlework besides embroidery do girls or women often choose as a hobby? (Knitting, crocheting, and needle-point work. Tatting and lacemaking are similar hobbies except that small shuttles instead of needles are used to do the work.) 2. In what ways are these hobbies useful to girls in their homes? (The articles they make are very useful as handkerchiefs, towels, dresser scarfs, tablecloths, covers for chair seats, bags. Some girls make such fine articles that they can easily sell all that they do not need. In Switzerland, Italy, Belgium, France, China, Japan, and the islands of the Caribbean Sea, thousands of women and girls make needlework to be sold.) 3. Are needlework hobbies very expensive? (No. Skill is the main thing.)

Picture No. 11. Nature hobbies. Studying plants and animals.

1. What interesting things do you see in the picture? 2. What nature hobby is chosen most often? (The making of different kinds of collections. Boys and girls often make collections of leaves, flowers, seeds, kinds of woods, insects, old nests of birds, and rocks. The collecting and preserving of moths and butterflies seems to be an especially interesting hobby.) 3. What nature hobbies do you know? (Pupils mention those they know.

The study of birds out-of-doors with opera or field glasses, watching insects, watching fish and water insects in aquariums.)

4. In what ways are a camera and a microscope helpful in studying plants and animals? (Cameras are helpful in making picture records of interesting things one sees. Microscopes help one to see things that he cannot see with the unaided eye.) 5. What advantages do outdoor hobbies have over indoor hobbies? (Outdoor hobbies are in general more healthful.) 6. What is the big picture chart on the wall? (Correct pictures of fungi or toadstools. The boys study the chart and compare toadstools they find with the pictures in order to learn their proper names.) 7. What are the boys doing? (One boy is looking at something through a special kind of magnifying glass. The other boy is examining some ferns that are growing in a terrarium.)

Picture No. 12. Building a radio set.

1. What can you learn from building a radio set? (How a radio works, what the different parts are and their uses, what part electricity plays in producing sound, and use of tools.) 2. How can one become interested in radio? (Carefully study a small radio. Learn the uses of the different parts. Secure a blueprint of a simple radio and radio parts from a radio shop. Good used parts will do as well as new parts and they are less expensive. Build the radio. Tune in on radio broadcasts. People who have this hobby say that it is a very interesting one.) 3. What are these boys doing to get help in building the radio set? (They are looking in a book to find out what to do next.)

Picture No. 13. Repairing a homemade car.

1. What advantage does the hobby of repairing broken articles offer? (Perhaps no hobby offers as good an opportunity for developing skill in the use of tools as this one. Often whole parts such as the leg of a chair, an axle for a wagon, or a handle of a basket must be made. In making these one often has the broken part as a model to follow. This encourages exact workmanship.) 2. Are the boys in Pictures Nos. 12 and 13 enjoying their hobbies? Why do you think so? 3. What things do you think you could learn if you followed the hobby of repairing things? (Pupils

answer.) 4. In what way can this hobby be useful in one's home? (It will teach one how to do all kinds of repairing around the house and in this way be a useful member of the family.)

Picture No. 14. Three exhibits at a school hobby show.

1. What are the children exhibiting in each picture? (Upper left, a small-sized rock and flower garden. Upper right, an exhibit of sea shells. Lower, an exhibit of dolls dressed to show the kinds of clothing people in different parts of the world wear. Notice the map of the world on the wall behind the dolls and the narrow ribbon that reaches from each doll to a certain place on the map. The map and ribbons show what part of the world each doll represents.) 2. Do you know how your class can hold a hobby show at school? (This unit will tell you.)

D. Suggested Group Activities for Optional Use

1. Let the class make a list of the hobbies of the boys and girls in class.

2. Give time for each person to report informally on his hobby. This outline, or one the class may make, may be followed.

1. Name of the hobby
2. What things one should do in following it
3. What things one learns from it
4. In what ways is it useful
5. Why is it an interesting hobby

3. Invite some person in the community who has an interesting hobby to explain it to the class.

4. Make a hobby book and encourage pupils to contribute to it by writing about their hobbies. Paste their written reports in the book.

III. ADAPTABILITY OF SELECTIONS IN THE UNIT FOR USE IN THE DEVELOPMENT OF IMPORTANT READING HABITS AND SKILLS

A. Order of Selections in the Unit

1. Hobbies, pages 163-164
2. The Hobby Show, pages 165-175

3. Poems by Children, page 176
4. The Tomboy from Bordeaux, pages 177-188
5. Roy Chapman Andrews, pages 191-206
6. Celia Thaxter, the Girl of the Lighthouse, pages 209-221
7. The Newsboy Who Found Out, pages 222-235
8. John Newbery, pages 237-244
9. How Books are Made, pages 245-254

B. Classification of Selections

The following chart indicates which selections are best suited to the development of a given reading habit or skill:

READING HABITS AND SKILLS	SELECTIONS								
	1	2	3	4	5	6	7	8	9
1. Getting the main ideas.....		x		x	x	x	x	x	x
2. Reading for details.....		x		x	x	x	x	x	x
3. Drawing conclusions.....		x		x	x	x	x	x	x
4. Locating information.....		x		x	x		x		x
5. Selecting material read.....		x		x	x	x	x	x	x
6. Organizing ideas.....		x		x	x		x	x	x
7. Remembering ideas.....				x	x	x	x		x
8. Oral reading.....	x		x			x			

IV. TEACHING THE INDIVIDUAL SELECTIONS

HOBBIES

pages 163-164

The teacher or a pupil may read this poem aloud. The class may also wish to read it in concert. Following the reading, give pupils opportunities to make comments and raise questions, but do not test or quiz. Encourage pupils to find and read aloud other poems which tell about hobbies or things in which people are interested.

THE HOBBY SHOW

pages 165-175

A. Introducing the Story

This story may be introduced by an informal discussion. Such questions as the following may be helpful:

1. What do you do that you enjoy a great deal? Do you make a collection of something? 2. Have you ever heard of children having a hobby show? What do you think such a show would be like?

B. Introductory Reading of the Story

The story may be read silently. A suitable purpose is: *What different hobbies did the pupils in Miss Davis's room have?*

The following questions may be used for discussion after the story is read:

Page 165. 1. Where had the children found the interesting things which they wanted to talk about? 2. Where did Tom get the idea of making prints of leaves? 3. What two things did the class decide to do with the leaves?

Pages 168-169. 1. What was done with the acorns? 2. In what way did Jack's and Sue's hobbies differ from the rest? 3. What kind of collection was Guy making? What did he want to do with it? 4. What caused the class to plan a hobby show?

Pages 170-171. 1. How was the work on the Hobby Show done? 2. What work did the committee do? 3. Why do you suppose there was so much curiosity and secrecy about getting the show ready? 4. How was the Hobby Show announced? 5. What did the little children like best of all? 6. How were the dolls representing children of other lands displayed?

Pages 172-173. 1. What did Bob's and Tom's moving picture represent? 2. How was the rock garden exhibited? 3. Describe the shadow boxes in which the flowers were displayed.

Pages 174-175. 1. What do you think was shown in the booth where things about lights were displayed? 2. What was the

microscope used for? 3. Why do you think the stamp and coin collections were popular? 4. What was the Poetry Hobby Corner?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Which of the hobbies told about in the story would you like to have? 2. Do you think any of the hobbies the children in the story had might become a lifework? Which ones? 3. Why do you think that people who have hobbies know how to spend their leisure time? 4. What do you think children who do not enjoy hobbies do with their leisure time?

Other Activities: 1. If pupils are interested in knowing the hobbies of classmates, they may wish to have a hobby show. 2. Have pupils tell of hobbies they would like to follow. Work out a plan by which one can proceed in developing a hobby. 3. Try to find out what the hobbies of children in other rooms in your school are.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. The pupils in Miss Davis's room did not have many different hobbies. 2. Children in other rooms in the school were invited to come to the Hobby Show. 3. The Hobby Show was a program where the children spoke about things they were interested in. 4. The Hobby Show was an exhibit of things children had done with their hobbies. 5. The parents of the children came to see the Hobby Show. 6. The children were not able to talk about their hobbies. (True: 2, 4, 5.)

2. *Reading for details* (Using page 170)

1. Which children worked together? 2. Why did one of the boys suggest using a basement room for a workroom? 3. For what else was this room to be used? 4. Why did the children get a key for the vacant room? 5. What was the only news that got out? 6. What did this news do? 7. How did the principal feel about having the Hobby Show? 8. Where did the children talk together about their hobby show?

3. *Drawing conclusions*

Which of these sentences are not true?

1. The Hobby Show was fun for the children. 2. The children did not enjoy giving the Hobby Show. 3. The children in Miss Davis's room were not able to amuse themselves in their spare time. 4. The parents felt that hobbies were a good thing for the children to have. 5. The children had to work hard to develop their hobbies. (True: 1, 4, 5.)

4. *Locating information*

Which word would you first look for in the index of a book to find answers to each of these questions?

1. Are *dolls* made by machinery or by hand? 2. How do insects help to make *flowers* grow? 3. Why do *bears* hibernate? 4. What *stamps* are worth most money? 5. What parts are needed in making a *radio*?

5. *Selecting material read*

Find the paragraphs that fit these sentences:

1. The children made a secret of the fact that they were going to give the Hobby Show. 2. A movie on the history of transportation was given. 3. The parents came to the Hobby Show. 4. There was an exhibit of poetry at the Hobby Show. 5. The children got ready for the Hobby Show.

6. *Organizing ideas*

Pages 171-175 tell about the different exhibits at the Hobby Show. Have pupils fill in this skeleton outline:

EXHIBITS AT THE HOBBY SHOW

- | | |
|------------|-------|
| I. Cooking | VII. |
| II. | VIII. |
| III. | IX. |
| IV. | X. |
| V. | XI. |
| VI. | |

POEMS BY CHILDREN

page 176

Have individual pupils read these poems aloud. Use concert reading if pupils wish to do so. Encourage informal discussion, but do not quiz. Stimulate pupils who wish to write original poems. These may be read aloud also when completed.

THE TOMBOY FROM BORDEAUX

pages 177-188

A. Introducing the Story

This story may be introduced by discussion centering around the following questions:

1. How many of you like to draw or paint pictures? What pictures have you made? 2. Do you think drawing or painting would make a good hobby? Why? 3. Have any of you seen a picture named "Horse Fair"? Have you seen "Coming from the Fair"? Do you know who painted them? 4. Can you think of reasons why some boys and girls might find it very difficult to follow their hobbies? This story tells about a girl who liked to draw and who had a difficult time getting people to let her do it.

B. Introductory Reading of the Story

The story may be read silently. A satisfactory purpose is: *What difficulties did Rosalie have to overcome in order to follow her hobby?*

The following questions may be used for discussion after the story is read:

Pages 178-179. 1. Why do you think Rosalie's grandfather called her a "tomboy"? 2. Why do you think her mother said, "I think Rosalie will come out all right"? 3. In what city did Rosalie's family live? 4. What were the household tasks that

Rosalie's mother did? 5. What was Rosalie doing in the garden?
6. What did Auguste think his father's surprise was?

Pages 180-181. 1. What did Rosalie think the surprise was?
2. What did their father say he was going to do for the family?
3. Why did Rosalie seem to be unhappy about going to Paris?
4. What did she want to take with her? 5. What did Rosalie
do after her father had left?

Pages 182-183. 1. What did her grandfather tell her? 2.
How much later was it when the family moved to Paris? 3.
What kind of house was their new home in Paris? What made
Rosalie homesick? 4. Why was she called a "tomboy" at school?

Pages 184-185. 1. How did Rosa earn her first money? 2.
To what school did Rosa go now? Why did her teacher scold
her? 3. Why do you think Rosa drew animal pictures more than
anything else? 4. What did Rosa's father do for her after he took
her from school? 5. Where did Rosa go to see famous pictures?

Pages 186-187. 1. Who urged her father to let Rosa have
many pets? Why do you think he did this? What animals did
she have in her workshop? 2. What other animals, besides her
pets, did Rosa want to study? Where did she find them? 3.
What unusual thing did Rosa do at the circus in Paris? 4. Why
do you think Rosa's work became known far and wide?

Page 188. 1. What great honor came to Rosa because of her
famous paintings? 2. Why was Rosa so happy as she grew older?
3. What effect did her paintings have upon the world?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Do you think Rosa's hobby helped to make her
happy? Why? 2. What difficulties did Rosa have to face in
order to keep working at her hobby? 3. How was Rosa's work
helpful to other people?

Other Activities: 1. Find out about other artists. What dif-
ficulties did they meet in following their hobby? 2. Find out
what well-known pictures Rosa Bonheur made. 3. Visit an art
gallery, if you can. Look at the paintings of a few artists. Try
to find out what types of pictures each one paints.

D. Rereading the Story for Specific Purposes**1. *Getting the main ideas***

Which sentence is true?

1. The whole story tells about where Rosa Bonheur lived.
2. The whole story tells about the school life of Rosa Bonheur.
3. The whole story tells about big ships and docks.
4. The whole story tells how a hobby became a lifework.
5. The whole story tells about life in Paris. (True: 4.)

2. *Reading for details* (Using pages 178-179)

1. Where were the children playing?
2. What did the grandfather see out of the window?
3. In what city did the Bonheurs live?
4. What flowers grew in the Bonheurs' garden?
5. What was Rosalie's brother's name?
6. What was Auguste always thinking of?
7. What did Rosalie's grandfather say she was?
8. What did Rosalie's mother say about her?
9. What work were French girls supposed to do?

3. *Drawing conclusions*

Choose the best ending for each of these sentences:

1. Rosa Bonheur became happy because (she lived in Paris, she had been a tomboy, she was doing what she liked to do).
2. Rosa painted animals because (her playmates liked cats, she was a tomboy, she loved animals).
3. Rosa's father made a studio for her because (she wanted to paint, he had the money to do it, many people in Paris did it).
4. Rosa had many different animals in her studio because (she needed them for her painting, she liked animals, she was a tomboy).
5. Rosa did not get along very well at Madame Gilbert's school because (she was a tomboy, she liked to draw, she was too slow in her lessons).

4. *Locating information*

Here is part of the index of a book:

Bonheur, Rosa, at boarding school, 38-39; birth, 30; early attempts at painting, 31-32; early training, 36; famous

paintings by, 41-42; fondness for animals, 35, 37; honored by Empress, 43; life in Bordeaux, 35-37; life in Paris, 38-42

On what pages would you look to get answers to these questions?

1. Why did Rosa's family leave Bordeaux? 2. When were Rosa's paintings first recognized? 3. Why was Rosa given the medal of the Legion of Honor? 4. What pets did Rosa have as a child? 5. What kind of pictures did Rosa paint?

5. *Selecting material read*

Find all the paragraphs that give answers to these questions:

1. What kind of work did Rosalie's mother do around the house? 2. What kind of house was the new house in Paris? 3. Why was Rosa called a tomboy? 4. Why did Rosa leave Madame Gilbert's school? 5. Where did Rosa buy her new home?

6. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. Rosa bought a home in Fontainbleau. 2. Rosa moved to Paris. 3. Rosa's father went to Paris. 4. Rosa was honored by Empress Eugénie. 5. Rosa drew pictures of the circus animals. 6. Rosa's father made a studio for her. 7. Rosa left Madame Gilbert's school. (Correct order: 3, 2, 7, 6, 5, 1, 4.)

7. *Remembering ideas*

Suppose you wanted to tell the difficulties Rosa had to overcome in following her hobby. Find the paragraphs that give the ideas you would need to remember for this purpose.

ROY CHAPMAN ANDREWS

pages 191-206

A. Introducing the Story

Raise and discuss the following questions:

1. Look at the picture on page 190. What are these animals? When did they live? (Thousands of years ago.) 2. How do we know that there were once such huge animals? (Skeletons and bones have been found.) 3. Do you think it would be fun to follow a hobby of hunting for bones and eggs of animals that lived long ago? Why? 4. What do you think you would need to do in order to find these things? 5. What would you guess that this story tells about?

B. Introductory Reading of the Story

The reading of this story should be broken into two divisions. The first division consists of sections I and II and ends on page 199. This material may be read silently. A suitable purpose is: *What work did Andrews do to get ready for his exploration of the Gobi desert?* Use glossary for pronunciation and meaning of strange words.

The following questions may be used for discussion subsequent to the reading:

Page 191. 1. Who is Roy Chapman Andrews? What does a zoologist do? 2. What is Andrews's job?

Pages 192-193. 1. Where are most fossils of dinosaurs found? 2. What kind of place is the Gobi desert? 3. In what way was Andrews an explorer when he was a boy?

Pages 194-195. 1. What hardships did Andrews endure on the Gobi desert? 2. What fun did Andrews get out of exploring on the Gobi desert? 3. As a boy what did Andrews do with field glasses and a notebook?

Pages 196-197. 1. As a boy how did Andrews earn money? 2. Why do you suppose he wanted a job in the American Museum of Natural History? How did he get his first job there?

3. What did he do later in the taxidermy department? 4. How did he find out what he needed to know about whales?

Pages 198-199. 1. What was Andrews's first expedition? Why was the journey unpleasant for him? 2. What was the purpose of the expedition he took to Borneo and the Dutch East Indies? 3. Why did Andrews want to go to the Gobi desert?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What hobby which Roy Chapman Andrews enjoyed when he was a boy helped him to become famous when a man? 2. What things are told in the story which make us believe Andrews was unwilling to give up his hobby after he started it? 3. What difficulties did Andrews face in following his hobby? 4. How can we find out about prehistoric animals?

Other Activities: 1. Find out more about dinosaurs and mastodons in the encyclopedia. 2. Make a collection of pictures of animals which lived thousands of years ago. 3. You may write to Superintendent of Documents, Government Printing Office at Washington, D.C., for information on prehistoric animals. 4. Find out other scientific discoveries that people have made by following hobbies.

The second division begins on page 200. A suitable purpose for silent reading of this material is: *What did Andrews and his party find in the Gobi desert?*

The following questions may be used for discussion:

Pages 200-201. 1. What was the first thing Andrews did about making an expedition to the Gobi desert? How was his plan received? 2. How did the men travel from Peiping into the desert? 3. How did Andrews and his men handle the Mongol bandits?

Pages 202-203. 1. In what ways did the weather make a hardship for the men? 2. What danger did they meet during their trip to the Flaming Cliffs?

Pages 204-205. 1. Were the fossils that Andrews brought back worth going after? Why? 2. To what animal family did the

dinosaurs belong? 3. What did Andrews's expedition find besides the fossils of dinosaurs?

Page 206. What do scientists think caused the enormous animals to disappear from the earth?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of the following sentences are true?

1. Andrews liked to discover things about nature. 2. As a boy, Andrews had a hobby of studying birds and animals. 3. The Gobi desert is a pleasant place to be. 4. Andrews met many difficulties making his expedition to the Gobi desert. 5. Andrews was not able to get a job in the American Museum of Natural History. 6. Andrews brought back fossils of dinosaurs from the Gobi desert. 7. Andrews was interested in finding out things about animal life on the earth thousands of years ago. (True: 1, 2, 4, 6, 7.)

2. *Reading for details* (Using pages 202-203)

1. What were the men doing when the sandstorm came up? 2. Why did they lose the trail? 3. What did the sand do to them? 4. What did they put around their heads? 5. How long did the wind last? 6. What had made the fossil bones brittle? 7. What was pasted around each specimen? 8. Why did the men decide to stay longer at Flaming Cliffs? 9. What three things did they have for food? 10. For what two purposes were they using flour? 11. What showed the spirit of the men about their expedition?

3. *Drawing conclusions*

Which statements are true?

1. Finding of fossils of extinct animals is important because it helps us to protect ourselves against these animals. 2. Andrews faced more than one danger in the desert. 3. Andrews was persistent in following his hobby. 4. Andrews was willing to do almost anything to get a job at the Museum. 5. The men were willing to sacrifice good food for a chance to find what they searched for. (True: 2, 3, 4, 5.)

4. *Locating information*

Here is part of the index of a book:

Dinosaurs, Andrews expedition, 214-215; causes of disappearance, 210; characteristics of, 209; enemies of, 211-212; food of, 209; fossils found, 214; homes of, 208; location of eggs, 215; size of, 209.

On what pages would you look to find answers to these questions?

1. Where did the dinosaurs live? 2. What were these animals like? 3. How were their eggs found? 4. When was the Andrews expedition made? 5. What caused the dinosaurs to become extinct, or disappear? 6. What has been done with dinosaur fossils?

5. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. What was the condition of fossil bones that Andrews found? 2. How did the men protect themselves against the sandstorm? 3. How were the specimens packed for shipping? 4. What is the climate of the Gobi desert? 5. How did the expedition travel? 6. What expeditions did Andrews make?

6. *Organizing ideas*

Pages 203-206 tell the different kinds of specimens that Andrews and his party found. Have pupils fill in this skeleton outline:

SPECIMENS FOUND BY ANDREWS

- I. Fossils of horned dinosaurs
- II. Fossils of duck-billed dinosaurs
- III. Skeletons of
 - A.
 - B.
- IV.

7. *Remembering ideas*

Can you tell someone of the dangers that Andrews and his party met in the Gobi desert? Find the paragraphs that tell ideas you would need to remember for this purpose.

CELIA THAXTER, THE GIRL OF THE LIGHTHOUSE

pages 209-221

A. Introducing the Story

Raise and discuss the following questions:

1. Look at the picture on page 208. What do you see in the background? 2. What are lighthouses for? Where are they built? How do you suppose they are lighted? 3. If you lived in a lighthouse, how would you entertain yourself? What hobbies do you think you could find? 4. Look at the girl in the picture. Her name is Celia Thaxter. She lived in the lighthouse. What things do you suppose she found to be interested in? 5. Later she became a poet. Where would you guess that she got the ideas for some of her poems?

B. Introductory Reading of the Story

The story should be read silently. A suitable purpose is: *What were some of the interests that Celia had while she lived in the lighthouse?*

The following questions may be used for discussion:

Page 209. 1. Where was the lighthouse in which Celia lived? Why was she never lonely?

Pages 210-211. 1. How did Celia and her brothers amuse themselves? 2. What did she do with the sea shells? 3. What did she do with the leaves of the plants? 4. Why did she touch the sea spiders? 5. What did she do with her garden?

Pages 212-213. 1. What birds did Celia watch? 2. Have the poem on pages 213-214 read aloud. Discuss it if pupils wish.

Pages 214-215. 1. Why do you think it was an exciting day

when the mail arrived? 2. How did Celia take care of her canary?

Pages 216-217. 1. What did Celia do to help her father land his boat? 2. What were many of Celia's poems about? 3. Have the poem on page 217 read aloud. Discuss it if pupils wish to do so.

Pages 218-220. Have the poems on these pages read aloud. Discuss them if pupils wish to do so.

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What hobbies did Celia Thaxter have as a child? 2. How did these hobbies help her to become a famous woman? 3. In what way has Celia Thaxter's hobby of writing poetry been helpful to other people?

Other Activities: 1. Find out if there are any children in your school who write poetry for a hobby. Invite them to read their poems to your class. 2. Find out what other kinds of writing people do as a hobby. 3. Find out what children have written poems as a hobby and have had them published. Get these poems and have them read to your class.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are not true?

1. Celia did not live in a lighthouse. 2. Celia liked to watch birds. 3. Except for her brothers, Celia played with things more than with children. 4. Celia made fun for herself with leaves and flowers. 5. Celia published many poems as a child. 6. Celia was not interested in the lighthouse. 7. Celia published a book of poems. (True: 2, 3, 4, 7.)

2. *Reading for details* (Using pages 209-210)

1. What was Celia doing with her leaf boats? 2. What time of day was it? 3. What did Celia's father do? 4. What birds were near the seashore? 5. With whom did Celia make wooden boats? 6. What did she like about the sea shells? 7. What did Celia like about the land spiders? 8. What did Celia hear when

she would put a sea shell to her ear? 9. Where did the black spiders hide? 10. When would they hide?

3. *Drawing conclusions*

Choose the best ending for these sentences:

1. Celia did not play with many boys and girls because (they did not like her, she did not like them, there were none in her neighborhood). 2. Celia had to make much of the fun she had because (she had few children to play with, she had too many toys, she was a girl). 3. Writing poetry is a good hobby because (it is easy to do, it produces something for other people to enjoy, one does not need to have tools to do it). 4. Of the things she knew as a little girl Celia liked best (plants and birds, toys, black land spiders). 5. When she lived on the island, Celia was (happy, lonesome, unhealthy).

4. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. How did Celia care for her canary bird? 2. Was Celia a little girl or a woman when she started writing poems? 3. What did Celia do in the lighthouse? 4. What did Celia's son do? 5. What interest did Celia have in insects?

5. *Remembering ideas*

Suppose you wanted to tell someone what poems Celia Thaxter wrote. Find the places in this story that give ideas you would need to remember.

THE NEWSBOY WHO FOUND OUT

pages 222-235

A. *Introducing the Story*

Raise and discuss the following questions:

1. What machines have you seen that are run by electricity? Have you seen a vacuum cleaner, an electric washing machine, or an electric egg beater? 2. What else do you know that has an electric motor? 3. Is electricity used in your telephone or your

radio? 4. Do you know what some of the inventions or discoveries are that made all these machines possible? 5. Do you know how people learned to use electricity so that we could have all these conveniences? This story will tell you about a man who had a great deal to do with it.

B. Introductory Reading of the Story

The reading of this story should be divided into two parts. The first part contains sections I and II and ends at the bottom of page 228. This material should be read silently. A suggested purpose is: *How did Michael Faraday get his start in science?*

The following questions are suitable for discussion:

Page 223. 1. Where was Michael Faraday born? 2. What was his father's business? 3. Why did he need to start work so young? What was his first job?

Pages 224-225. 1. What did Michael's employer think of him? How did he show his appreciation of Michael? 2. What book did Michael find that he was greatly interested in? 3. How did he get the tickets for the lecture?

Pages 226-227. 1. What did Michael do at the lectures? 2. What else besides chemistry did Michael become excited about? 3. Why do you think Mr. Dance became interested in Michael? Where did he take Michael? 4. What did Michael do with the notes he made of Sir Humphry's lectures?

Page 228. 1. How did Michael happen to get a job with Sir Humphry? 2. Where did Michael go and what did he do with Sir Humphry?

The second part of the story begins with section III on page 229. A suitable purpose for silent reading is: *What benefits did Michael Faraday's work on his hobby bring to other people?*

The following questions are suggested for discussion:

Page 229. 1. What problem about coal mining was Sir Humphry asked to solve? 2. How were the lamps made safe?

Pages 230-231. 1. What did Michael have to do with the lamp? 2. Why did people like Faraday's lectures? 3. What does it mean when it says that when electricity flows through a coil of wire the coil acts like a magnet? 4. What problem in electricity was Faraday trying to answer?

Pages 232-233. 1. What did Faraday's discovery make possible? What difference do you think this made? 2. How were electric currents produced before Faraday's discovery? 3. What are dynamos or generators?

Pages 234-235. 1. What are some of the comforts and conveniences we have today that were made possible by Faraday's discoveries?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What was Michael Faraday's hobby? How would life today be different from what it is if someone had not followed this hobby? 2. What difficulties did Faraday face in developing his hobby? What encouragements did he have? 3. What interests do you have in electricity?

Other Activities: 1. Give pupils opportunities to tell of hobbies they have in science or with electricity. Discuss hobbies which they think someone should develop in science. 2. Find out what valuable hobbies other well-known people have had in science. What did Thomas Edison do with his hobby in science?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. Michael Faraday started as a poor boy. 2. Faraday was always careful to try to do work well. 3. Faraday's first job was in a place where he could study electricity. 4. Faraday studied his hobby by himself. 5. Mr. Dance gave Faraday his first real encouragement in his hobby. 6. Faraday's first success came with his study of electricity. 7. Faraday's greatest achievements were in the field of chemistry. 8. Faraday's greatest achievements were in the field of electricity. 9. Faraday's dis-

coveries helped to make life more comfortable. (True: 1, 2, 4, 5, 8, 9.)

2. *Reading for details* (Using page 229)

1. How many coal miners worked in England? 2. Why did the miners have to use candles or lamps in the mine? 3. What was the gas called that formed in the mines? 4. Why could the miners not smell the gas? 5. What happened to the miners when the gas exploded? 6. What did the club ask Sir Humphry to do? 7. What did Sir Humphry do first? 8. Why was the club formed? 9. Who helped Sir Humphry with his experiments? 10. With what was the flame in the lamp surrounded?

3. *Drawing conclusions*

1. Do you think Faraday was a careful person? How do you know? 2. Was Faraday's work with Sir Humphry helpful to him? How? 3. Do you think Sir Humphry could have been right when he said that Faraday was his greatest discovery? Why? 4. Do you think Faraday was glad to leave the bookshop? Why? 5. Is the electric current that comes into your home produced by batteries? How do you know?

4. *Locating information*

What words would you look for in the index of a book to find answers to these questions?

1. What was *Faraday's* greatest discovery? 2. When was *electricity* discovered? 3. Who besides Faraday made important discoveries about *electricity*? 4. For what are *transformers* used? 5. What conveniences were made possible through the discovery of *electricity*? 6. What discoveries did *Sir Humphry Davy* make? 7. What influence did *Sir Humphry Davy* have on *Faraday's* work?

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. How did Faraday show his interest in chemistry? 2. Was Faraday a careful person? 3. What did Faraday do to help save

the lives of people? 4. What discoveries about electricity did Faraday make? 5. What was Faraday's greatest discovery? 6. What did Faraday's discoveries do to make things more convenient?

6. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. Faraday went to work in a bookshop. 2. Faraday began to give lectures. 3. Faraday discovered that a current of electricity in one coil of wire can be made to produce a current of electricity in another coil of wire. 4. Faraday helped Sir Humphry work on the safety lamp. 5. Sir Humphry was asked to help the miners. 6. Faraday went abroad with Sir Humphry. (Correct order: 1, 6, 5, 4, 2, 3.)

7. *Remembering ideas*

Suppose you wanted to tell someone the ways in which Faraday's discoveries made housework easier. Find the paragraphs that tell the ideas you would need to remember.

JOHN NEWBERY

pages 237-244

A. *Introducing the Story*

Raise and discuss the following questions:

1. What books do you have that you like a great deal? 2. Which of these books were made for children instead of grown-up people? 3. Do you know whether there was a time when books were not made especially for children? (Yes. For many years all the books were made for grownups.) 4. What books do you suppose children read when books were made only for grown people? (Books for adults or none at all.) 5. Do you think it was a good thing that authors and publishers began to make books especially for children? Why? 6. Who do you suppose started the business of making books especially for children? (This story will tell you about it.)

B. Introductory Reading of the Story

The story should be read silently. The following purpose is suggested: *What did John Newbery do for children?*

The following questions are suggested for discussion:

Page 237. Why did bookmakers not make books for children?

Pages 238-239. 1. What did John Newbery do when he became a young man? 2. What was the first book he published for children? 3. What do we know about where the *Mother Goose* rhymes came from?

Pages 240-241. 1. What did the printing of *Mother Goose Melodies* do for these rhymes? 2. What was the story of *Goody Two-Shoes* about? 3. What did Newbery do to try to make children's books attractive? Why did he make them so small? Why did he want them to cost very little?

Pages 242-243. 1. What things did Newbery do to get children interested in buying his books? 2. What is the Newbery medal?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What was Newbery's hobby? 2. How do you think his work on this hobby has helped to make life better for boys and girls today?

Other Activities: 1. If possible, collect old books that were written for children. Compare them with children's books as they are today. 2. Find out what some of the books are that have won the Newbery medal other than those shown on page 244.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. For many years there were no books made especially for children. 2. John Newbery was interested in making books for children. 3. *Goody Two-Shoes* was the first book Newbery published for children. 4. The *Mother Goose* rhymes were written

by Newbery. 5. Newbery's printing of *Mother Goose Melodies* helped to save the rhymes from being lost. 6. Newbery used different ways of getting children to buy his books. 7. The Newbery medal is given each year to the author who writes the best book for children. (True: 1, 2, 5, 6, 7.)

2. *Reading for details* (Using pages 237-239)

1. Where was John Newbery born? 2. What was his father's business? 3. What did John read when he was a boy? 4. What made him think that boys and girls should have books of their own? 5. Where was Newbery's bookstore? 6. How good was his business? 7. Who did Newbery say had written the *Mother Goose* rhymes? 8. Who do some people say wrote these rhymes?

3. *Drawing conclusions*

1. Do you think Newbery's ways of advertising his books for children were good ways? Why? 2. Were the children's books that Newbery published as attractive as children's books are today? How do you know? 3. Which way of advertising his books do you think was best? Why? 4. Are we sure that the *Mother Goose* rhymes were made by nurses? How do you know? 5. Was Newbery interested in children? How do you know?

4. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. Who wrote the *Mother Goose* rhymes? 2. Why did Newbery want to publish children's books? 3. Who wrote *Goody Two-Shoes*? 4. What did Newbery do to make the books cheap? 5. How is the winner of the Newbery medal selected?

5. *Organizing ideas*

Read four paragraphs beginning with the first paragraph on page 239. What do all of these paragraphs tell about? Which of these titles would be best for these paragraphs?

1. The Work of Nurses. 2. Reading Rhymes to Children. 3. How the *Mother Goose* Rhymes were Written. 4. How the *Mother Goose* Rhymes were Made. 5. The Life of Mrs. Ver-goose. 6. Singing Rhymes. (Correct: 4.)

HOW BOOKS ARE MADE

pages 245-254

A. Introducing the Story

Raise and discuss the following questions:

1. Examine the book in your hands. How do you think the cover is fastened to the inside edge of the pages? 2. Look at the picture on page 247. Do you think someone drew this picture? How do you think it was put on the page? 3. How do you think the words on the page at which you are looking were put there? 4. What things would you like to know about how books are made? (Perhaps this story will tell you.)

B. Introductory Reading of the Story

This selection should be read silently. A suitable purpose is: *What different things need to be done in making a book?*

The following questions may be used for discussion:

Page 245. 1. What is the first thing that is done in making a book? What is the person who does this called? What is the name of the thing he makes? 2. To whom does the author send his manuscript?

Pages 246-247. 1. Why does the publisher have an illustrator? 2. Find the title page of this book. Who is the author? Who are the illustrators? 3. When an author and a publisher make a book together, what are some of the things they have to decide?

Pages 248-249. 1. What does a typesetter do? 2. What do the workmen do after the type is set up? How does a page of type look different from a printed page?

Pages 250-251. 1. What is "proof"? What do proofreaders do? 2. Why are books seldom printed from pages of type? 3. What is a plate? Why is it better than a page of type?

Pages 252-253. 1. How many pages do some presses print at a time? 2. How many pages are often printed on one sheet of paper? 3. How are the large sheets folded? 4. How are the pages sewed together?

Page 254. How are the pages fastened to the cover? What is then done with the books?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Some people make a hobby of collecting² different kinds of books. They are able to tell about different kinds of type and engraving. What other things do you suppose these people learn about bookmaking? 2. What are some things you would like to see and learn about making books? 3. In what ways do you think children's books are better than they used to be?

Other Activities: Get an old book that no one wants. Take it apart and examine its construction. Are the pages fastened together in sections? Are the sections fastened together? How are the sections fastened to the back? What is the cover made of? How is the cover fastened to the book?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. Both a publisher and an author have a part in making a book. 2. Most books for children do not have an illustrator. 3. Many different people have a part in making a book. 4. All of the work in making a book is done by hand. 5. Great care is used in making a book. 6. Machines are used to do several things in making a book. (True: 1, 3, 5, 6.)

2. *Reading for details* (Using pages 245-247)

1. With what does an author usually write in preparing a manuscript? 2. What stories do publishers decide to publish? 3. What, besides pictures, do boys and girls like in books? 4. Where are the names of the author and the illustrator found in a book? 5. What size of book do most boys and girls like? 6. Where are publishers likely to place one of the colored pictures in a book? 7. What is the frontispiece in a book? 8. What does the frontispiece show? 9. What color are most pictures likely to be? 10. What do the publisher and the author decide about the cover of a book?

3. *Drawing conclusions*

1. Do proofreaders need to know how to spell many words? Why?
2. Why do you think publishers put illustrations in books?
3. In a printing shop where many books are made are most kinds of work done by hand or by machines? How do you know?
4. Do machines make it easier to make books? How?

4. *Locating information* (To be answered and taught without rereading the story)

1. What does the table of contents in a book tell you?
2. How does the index of a book help you?
3. What does the title page tell you?
4. Where is the copyright page? For what purpose would a reader use the copyright page?
5. What is a glossary for?

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. What things about a book do the author and the publisher often decide together?
2. What is done to the pages of a book after they are printed?
3. Is the type for most books set by hand or by machinery?
4. How are the pages fastened to the cover?
5. Why are so few misspelled words found in a book?

6. *Organizing ideas*

Pages 247-254 tell in order what happens in making a book after it goes to the workmen. Have pupils fill in this skeleton outline:

WHAT WORKMEN DO IN MAKING A BOOK

- | | |
|---------------------------------|--------------------------------|
| I. Set the type | VIII. |
| II. Arrange the type into pages | IX. |
| | X. |
| III. Make proof | XI. Pile sheets in right order |
| IV. | XII. |
| V. | XIII. |
| VI. | XIV. |
| VII. Make the plates | XV. |

7. *Remembering ideas*

Suppose you wanted to tell someone three interesting things about the making of books. Decide what these three things are. Find the paragraphs that tell ideas about these three things.

V. SUGGESTED ACTIVITIES FOR THE UNIT AS A WHOLE

1. Make a list of the hobbies developed by the people told about in the stories.
2. Have pupils make a list of hobbies that are relatively easy and inexpensive for them to develop. These should be things that they can really do something about.
3. Make out a list of things or a plan that boys and girls must do in order to develop a hobby.
4. Find out what hobbies children in other rooms in your school have. Invite them to tell about these hobbies.
5. Have a school assembly in which pupils tell what their hobbies are and what they have done with them.
6. Have an exhibit of work that has been done in connection with hobbies. This may be called your hobby show.
7. Find out what hobbies have been developed by people we know as heroes or heroines.

VI. A WRITTEN TEST ON BASAL CONCEPTS

1. What is a hobby?
2. How are handicrafts useful to boys and girls in their homes?
3. How may hobbies help one choose a lifework?
4. Why is music a good hobby?
5. What was Rosa Bonheur's hobby? Why was it a good hobby?
6. What was Roy Chapman Andrews's hobby? What did it lead him to discover?
7. How did Celia Thaxter's hobby help her?
8. How did Michael Faraday use his hobby to make living more comfortable and convenient for other people?

9. What was John Newbery's hobby?
10. Tell two difficulties that one may have to meet in developing his hobby.
11. Name one activity that you would like to develop into a hobby.
12. Does a person have to live in the country to find a hobby?
Does he have to live in a city?

UNIT FOUR

OUR NEIGHBORS IN SOUTH AMERICA

I. PURPOSE OF THE UNIT

To acquaint children with a few facts concerning the people and certain features of South America, and to stimulate an interest in finding out more about that continent.

II. PREPARATION FOR READING THE UNIT

(The Reading-Readiness Approach)

A. Basal Concepts to be Developed

These concepts are developed through the use of the pictures and informal discussion before the unit is read:

- | | |
|--|---|
| 1. Andes Mountains (location of) | 15. How cowboys in Argentina differ from cowboys in the United States |
| 2. Climate in the Andes | 16. Crops raised in Brazil |
| 3. Venezuela (location of) | 17. How coffee is dried |
| 4. What ruins of Indian homes are | 18. How coffee grows |
| 5. How ancient Indian homes were built | 19. Brazil (location of) |
| 6. What a balsa is | 20. What cacao pods are |
| 7. Peru (location of) | 21. How sap is taken from rubber trees |
| 8. What primitive plowing is | 22. What a volcano is |
| 9. How Peruvian Indians spin | 23. Lake Titicaca (location of) |
| 10. Folk dances in Chile | 24. Uses of cacao |
| 11. Chile (location of) | 25. How cacao pods are opened |
| 12. What pampas are | 26. Ecuador (location of) |
| 13. Argentina (location of) | |
| 14. Cattle raising in Argentina | |

B. Oral Vocabulary to be Used and Understood During the Discussion

Andes	Peru	cowboys
Venezuela	spinning	coffee
Spanish	folk dances	cacao
Indians	dances of Chile	pod
ruins	Ecuador	rubber trees
Peru	Quito	sap
Cuzco	Pizarro	volcano
Lake Titicaca	guitar	llama
balsa	Argentina	serape
primitive	pampas	adobe
plowing	cattle	

C. Suggested Questions for Discussion

Introductory Discussion

1. What is the title of the unit? 2. What do you know about South America? 3. What are the animals in the picture? (Llamas. They belong to the same animal family as the camel. They are used in parts of the mountains of South America as pack animals to carry burdens.) 4. Read page 258 aloud. Why have most of the people in the United States known so little about South America? What is making it possible for us to learn more about this continent?

Picture No. 1. Boys in Venezuela, South America.

1. Locate Venezuela on a map of South America. 2. In what part of Venezuela do the boys live? (Read legend below picture.) 3. Why do you suppose they wear straw hats and blankets at the same time? (In high mountains the sun's rays will burn one's skin even though the weather is cool. Hats are needed for protection from the sun's rays. Blankets are needed for protection against cold winds.) 4. What are the blankets called? (Serapes, pronounced sə-ră'pāz. The serape is a simple garment. It has no sleeves. It is a small blanket with an opening in the center.) 5. Would you call these boys Americans? Why? (Yes. They live on a continent of America just as we do.) 6. What people lived in South America before white people



Thos. F. Lee, from Ewing Galloway

1. *Boys in Venezuela, South America.*

These boys live on the high Andes Mountains near the equator. Why, do you suppose, do they wear straw hats and blankets at the same time? Would you call these boys Americans? Why?

What people lived in South America before white people from Europe went there? From what countries did the first white people come?



Ewing Galloway

2. *Ruins of a city built by the Inca Indians near Cuzco, Peru.*

3. *A balsa on Lake Titicaca near Cuzco.*

Ewing Galloway



What do these ruins show about houses built by the Inca Indians? Are there ruins of ancient Indian villages in the United States? Where? Of what are they built?

This boat, or "balsa," is made from reeds growing around the lake. Of what did North American Indians make their canoes?



Publishers' Photo Service

4. *Plowing with oxen in Peru.*

5. *Indians spinning in Peru.*

Ewing Galloway

Many Indians do their work in ways as primitive as their ancestors used long ago. Why would you call these ways of plowing and spinning primitive?

In what part of South America is Peru? Venezuela? What mountains are in these countries? In what book can you find the answers to these questions?





Publishers' Photo Service

6. *Folk dances among the cowboys in Chile.*

7. *Public square in Quito, Ecuador.*

Underwood & Underwood



Soon after the discovery of the Americas, the Incas were conquered by the Spaniards, Pizarro, and his warriors. Both Spaniards and Indians live there now. Can you find each in the picture at the left?

What musical instrument is commonly used by the Spanish?



Burton Holmes, from Ewing Galloway

8. *Cattle grazing on the plains, or pampas, of Argentina.*



Ewing Galloway

9. *Cowboys in Argentina.*

In what ways are these cowboys like ours? In what ways are they different?



Ewing Galloway

10. *Drying coffee in Brazil.*

11. *A young coffee tree.*

Gendreau



On a coffee plantation there are thousands of trees like the one in the lower picture. Coffee berries grow in clusters on trees. About how high do you think coffee trees are? How can you tell? How large is a coffee bean? What common fruit is about the size of a coffee berry?



Publishers' Photo Service

12. *Opening cacao pods.*

13. *Taking sap from a rubber tree.*

Ewing Galloway

How large are the cacao pods? How are the pods opened? Inside the pods are small seeds. These seeds are ground up into a powder called cocoa. What is made from the powdered cocoa?

In what way is the bark of this rubber tree cut so that the sap will run into one container?





Piz

14. *An active volcano in the Andes Mountains.*

Clouds of white, yellow, and black smoke, mixed with flame, rise from the crater. Two famous volcanoes, Chimborazo and Cotopaxi, are in South America. Cotopaxi is still active.

from Europe went there? (Indians. One tribe, the Incas, had beautiful cities and temples. They had gold and had learned to make beautiful ornaments from this metal. They also knew many things about farming, but they were not as advanced in these things as people in Europe.) 7. From what countries did the first white people come to South America? (Spain, Mexico, and the West Indies.)

Picture No. 2. Ruins of a city built by Inca Indians near Cuzco, Peru.

1. Locate Cuzco on the map on page 266. 2. What do these ruins show about houses built by the Inca Indians? (They show that the Incas built their homes of roughly cut stones. Many years of weathering have worn the rocks smooth. The size of these stones show that men had learned to work together in large numbers and that they must have known how to use such a simple machine as a lever.) 3. What have you already learned in this book about stonework that Inca Indians made long ago? (See Pictures Nos. 6 and 7, Unit I. Give pupils opportunity to recall what was learned in connection with these pictures.) 4. Are there ruins of ancient Indian villages in the United States? Where? Of what are they built? (Yes. The largest are Cliff Palace in Walnut Canyon near Mesa Verde, Colorado, and Casa Grande near the Gila River, a few miles from Florence, Arizona. Cliff Palace has more than 100 rooms. Spruce Tree house nearby is also an important ruin. These ruins are now inside a national park. Other important ruins are found on the eastern side of the Jemez Plateau in New Mexico. The ruins of smaller villages are found in western Kansas. At Mesa Verde the rooms are cut out of the face of a cliff, and some of the walls are built up of small stones. The old walls at Casa Grande were made of a kind of cement composed of lime, earth, and pebbles. The ruins in western Kansas show that the buildings were made of adobe, sun-dried brick.)

Picture No. 3. A balsa on Lake Titicaca near Cuzco.

1. Locate Lake Titicaca on the map on page 266. 2. Do you

know why this lake is so famous? (This unit will tell you.)
 3. Of what is the balsa made? (Read legend beside the picture.)
 4. What is the man in the picture doing? (He is using a long pole to push the boat along.) 5. What else is used to make the boat go? (A sail.) 6. Of what did North American Indians make their canoes? (A framework of light, strong wood was covered with large sheets of bark from birch trees. The sheets of bark were sewed together and the seams were made watertight with gum or resin taken from fir, spruce, and pine trees. Some western Indians made canoes of buffalo skins.) 7. How do Eskimos make kayaks? (Give pupils opportunity to recall things they learned in connection with Picture No. 12, Unit II.)

Pictures Nos. 4 and 5. Plowing with oxen in Peru; and Indians spinning in Peru.

1. Why would you call these ways of plowing and spinning primitive? (Because these crude ways were the first methods used. We now know much newer and better ways to do these things.) 2. What kind of plow is the Indian using? (A plow made of wood.) 3. Do you think this is as good as a steel plow? Why, or why not? 4. Which would you rather use to pull plows: oxen, mules, or a tractor? Why? 5. Do you understand how the spinning is being done by the Indians? (The thread is started by twisting cotton or wool. As the thread becomes long enough, it is wrapped on the sticks you see in the women's hands. The sticks are then given a whirling motion which twists the thread a little faster than it can be twisted by fingers only. Modern spinning machines spin thousands of threads at a time.) 6. In what part of South America is Peru? (West coast of South America.) 7. Venezuela? (Northern coast of South America.) 8. What mountains are in these countries? (Andes.) 9. In what book can you find answers to these questions? (Geography of South America.)

Picture No. 6. Folk dances among the cowboys in Chile.

1. Locate Chile on map of South America. 2. Do you know some ways in which folk dances in South America are different

from those in North America? (In South America the boys and girls dance to fast music played on a guitar. The girls hold their long, full skirts above their ankles and go whirling, swaying, and skipping in time with the music with one hand held above the head. The boys dance backward and forward near their partners and at times the boys and girls dance in circles around each other. All movements are quick and graceful. In North American folk dances, boys and girls often danced holding hands. Often the music was slow, and the movements of the dancers were slow and graceful. A violin, or fiddle, was commonly used to make the dance music. Of course there were fast folk dances in North America too. These often required very fast movements of the feet and arms but the dancers did not move about from place to place a great deal.) 3. What musical instrument is commonly used by the Spanish? (Guitar.)

Picture No. 7. Public square in Quito, Ecuador.

1. What kind of people live in Quito, Ecuador? (Read legend at right of the picture.) 2. Can you find Indians in the picture? (Foreground. One is carrying a large jar. The other is wearing a shawl. Another has a basket.) 3. Can you see Spaniards? (Man with white hat, people at the carriage, and on the porch of the long building are Spaniards.) 4. Do you see automobiles in the picture? 5. What do you see that makes you think that many of these people still ride or drive horses? (The carriage and watering place for horses on the left side of the picture.) 6. Do you know who Pizarro was? (This unit will tell you.)

Picture No. 8. Cattle grazing on the plains, or pampas, of Argentina.

1. Locate Argentina on a map of South America. 2. What great ocean borders Argentina? (Atlantic.) 3. What does *pampas* mean? (Plains.) 4. Do any trees grow on the pampas? (A few grow there naturally. Others have been planted by cattlemen to provide shelter for their cattle. See background.) 5. Do you think that the pampas look like a good place to raise cattle? (Yes. There is an abundance of grass.) 6. Do the cat-

tle look fat? 7. What kind of cattle are they? (Much like the white-faced cattle, the Herefords, raised in this country.) 8. What products does this picture make you think that Argentina would sell to other countries? (Meat, hides, and leather.) 9. In what books can you learn about other products of South America? (Geographies of South America and encyclopedias.)

Picture No. 9. Cowboys in Argentina.

1. In what ways are these cowboys like ours? (They do the same kind of work that our cowboys do. They break horses to ride and train them just as our cowboys do. They are just as skillful with the lariat as our cowboys are.) 2. In what ways are they different? (The differences are mainly in the clothes they wear. They wear straw hats instead of felt hats. They wear a serape instead of scarfs. They wear very high boots instead of low boots and chaps. In South America cowboys train dogs to help them with cattle as well as with sheep.) 3. Do you see a dog in the picture? Do you think it would be strong enough and swift enough to help look after cattle? Why?

Picture No. 10. Drying coffee in Brazil.

1. Locate Brazil on a map of South America. 2. Compare the size of Brazil with the size of the United States. Which is larger? (Brazil.) 3. In what part of Brazil is coffee raised? (Eastern part mainly.) 4. How are the coffee beans harvested? (Picked from coffee trees by hand.) 5. What are the men in the picture doing? (Raking together coffee beans that have been spread to dry in the sun.) 6. What will be done with the dry coffee? (Placed in large bags. See background. Later the coffee will be roasted, ground, and used.) 7. Where will the coffee be sold? (Most of it will be sold to merchants in Europe and the United States.)

Picture No. 11. A young coffee tree.

1. About how high do you think young coffee trees are? How can you tell? (They are eight to twelve feet high. Compare the height of the tree with the height of the man.) 2. How large is a

coffee bean? What common fruit is about the size of a coffee bean? (Coffee beans are about one-half inch wide and a little longer than they are wide. They are nearly the same size as grapes or cherries.) 3. How old must a coffee tree be before it bears coffee beans? (About five years old.) 4. What are farms called where large numbers of coffee trees are grown? (Read legend at right of picture. Coffee plantations.)

Picture No. 12. Opening cacao pods.

1. How large are the cacao pods? (About six or seven inches long and two or three inches thick.) 2. On what kind of plant do they grow? (On a tree. Strangely, the pods grow on the trunk of the tree, or on the large limbs, instead of on the twigs and small branches.) 3. What grows inside cacao pods? (Beans about one-half inch long.) 4. How are the pods opened? (Some can be opened by hand. Others must be cut open with a knife.) 5. What are the workers taking from the inside of the pods? (Cocoa beans.) 6. What are cocoa beans used for? (For making cocoa and chocolate. After the shells have been removed, the kernels, or meats, are roasted and ground up. In making cocoa from this material, some of the butter fat, cocoa butter, is pressed out. The part that remains is made into cocoa powder. In chocolate, less of the butter fat is pressed out.) 7. What is made from the powdered cocoa? (A drink called cocoa, chocolate cakes, pies, and candies. Some people use chocolate instead of cocoa to make these things.)

Picture No. 13. Taking sap from a rubber tree.

1. In what way is the bark of this tree cut so that the sap will run into one container? (Follow with your eye the path that the sap would take in running from the topmost cuts to the container.) 2. Do you know what the man in the picture is about to do? (He is about to cut the bark of the tree in a new place. Old cuts heal themselves and sap stops flowing from them.) 3. How deep are the cuts in the tree? (Just as deep as the bark is thick. The wood of the tree is not injured.) 4. Does it injure a rubber tree to take some of its sap? (It seems not to injure the tree.)

Trees from which sap has never been taken often have so much sap that it creeps out of the tree through the bark and is lost.)

5. What does this picture tell you about the climate where rubber trees grow? (Rubber trees grow naturally in jungles. Jungles grow only where the climate is hot and where there is good soil and a great amount of rainfall.) 6. Do you know other countries than South America where many rubber trees grow? (Java, Sumatra, and Ceylon.)

Picture No. 14. An active volcano in the Andes Mountains.

1. What things have you heard or read about volcanoes? 2. What do you think might happen to a village or city near a volcano when it erupted? (It might be destroyed or damaged by outflowing molten rock or by hot ashes that the volcano throws into the air.) 3. What is the name of an active volcano in South America? (Read legend below picture.) 4. In what country is Cotopaxi located? (Ecuador.) 5. Are there other volcanoes in South America? (Yes. Eleven are known to have been active within the last 100 years. Four are in Ecuador. Six are in Chile. In Bolivia, a volcano almost as large as Cotopaxi erupted during the last century.)

D. Suggested Group Activities for Optional Use

1. Read about the great disasters caused by Vesuvius, a volcano ten miles southeast of Naples, Italy.

2. Compare the Amazon River in South America with the Mississippi River in North America.

3. Make a list of articles made from rubber.

4. Find out what large cities in South America are coffee markets.

5. Compare the climate and products of Argentina with the climate and products of the United States.

6. Make a list of questions about South America that you would like to have answered.

III. ADAPTABILITY OF SELECTIONS IN THE UNIT FOR USE IN THE DEVELOPMENT OF IMPORTANT READING HABITS AND SKILLS

A. Order of Selections in the Unit

1. Romance, pages 259-260
2. Our Neighbors in South America, and Lake Titicaca,
pages 261-271
3. Pizarro and the Incas, pages 272-280
4. Where the Sun is Tied, pages 282-290
5. Rio de Janeiro, pages 291-295
6. Indians Can Be Pests, pages 297-308
7. Some Useful Plants of South America, and A Rubber
Collector of the Amazon, pages 309-320
8. Some Animals of South America, pages 322-326

B. Classification of Selections

The following chart indicates which selections are best suited for use in developing a given reading habit or skill:

READING HABITS AND SKILLS	SELECTIONS							
	1	2	3	4	5	6	7	8
1. Getting the main ideas		x	x	x	x	x	x	x
2. Reading for details		x	x	x	x	x	x	x
3. Drawing conclusions		x	x	x		x	x	x
4. Locating information		x	x				x	x
5. Selecting material read		x	x	x	x		x	x
6. Organizing ideas		x	x	x	x		x	x
7. Remembering ideas		x	x	x			x	x
8. Oral reading	x							

IV. TEACHING THE INDIVIDUAL SELECTIONS

ROMANCE

pages 259-260

The teacher may read the poem aloud to the class, or individual pupils may do so. The class may wish to read it in concert. At the completion of reading, give pupils opportunity to ask questions and make comments, but do not test or quiz. Use glossary for pronunciation and meaning of strange words.

OUR NEIGHBORS IN SOUTH AMERICA
LAKE TITICACA

pages 261-271

A. Introducing the Stories

These stories may be introduced by an informal discussion. Use the following questions:

1. Do you know what kind of country South America is? What great range of mountains runs through it?
2. What are the most important cities?
3. Do you know whether much of the land is good for farming? What do the farmers raise?
4. What have you heard or read about interesting places in South America? (These stories will tell you some interesting things about South America.)

B. Introductory Reading of the Stories

These stories may be read silently. A suitable purpose for reading is: *What are some of the things you would see if you traveled over South America?*

The following questions may be used for discussion subsequent to the reading:

- Page 261.**
1. What people are usually called Americans?
 2. What other people in the world have the right to be called

Americans? 3. What is the largest country of South America? How large is it? 4. How large is South America?

Pages 262-263. 1. What is the region along the Amazon River called? 2. Why do you suppose there are not many people living in that part? 3. Why would it be difficult to travel through the forests of Brazil? 4. Why do you think the plants grow so large and so close together in those forests? 5. When will Brazil become a powerful country? 6. What two seasons are there in other parts of South America? 7. What happens to the flat plains during these seasons?

Pages 264-267. 1. Where is the cattle-raising region of South America? What crops are raised there? 2. Why is travel difficult in central parts of South America? 3. What is remarkable about the tunnel that is only five miles long? 4. What is the common way of traveling between cities in South America? 5. What work do you think it would be wise for a South American boy to prepare for? 6. What is the largest city in Argentina? What city in North America does it resemble? What has made it a great city? In what ways is this city both like and unlike Chicago? 7. What makes Rio de Janeiro a beautiful city?

Pages 268-269. 1. Why do you think Lake Titicaca is called "a pool of ice water"? 2. What are some of the things it is noted for? 3. What puzzles tourists about the large boat on the lake? Where was the boat built? How did it reach the lake? 4. What are the native boats called?

Pages 270-271. 1. How are balsas made? 2. How is it possible for such a light boat to carry heavy loads? 3. What must the Indians do with a balsa after a time? Why? 4. What is the legend of the founding of Cuzco?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What did you read in the story that gave you a clearer idea of South America? 2. What is the difference between seasons in Chicago and in Buenos Aires? 3. What things in South America are of special interest to you? 4. In what ways is South America like the United States?

Other Activities: 1. Make a relief map of South America show-

ing mountain chains, large rivers, and the largest lake. 2. Locate the part of South America that has a climate similar to the one where you live. 3. Find out what the chief products and industries of South America are. How do they compare with products and industries of the United States?

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. Many people who live outside of the United States are Americans. 2. South America is not quite as large as Europe. 3. There is no jungle in Brazil. 4. In some places in Brazil, trees bear fruit at any time of the year. 5. Some parts of South America are plains. 6. There is no part of the country in South America that is like the United States. 7. In South America there are many good roads. 8. Most of the cities in South America are inland cities. 9. Rio de Janeiro is noted for its grain and meat markets. 10. Lake Titicaca is below the level of the sea. (True: 1, 4, 5.)

2. *Reading for details* (Using pages 268-270)

1. Where is Lake Titicaca? 2. Where does its water come from? 3. How large is the lake? 4. How far is it above sea level? 5. Why are the tourists puzzled about the steamship on the lake? 6. Where was the ship built? 7. How was the boat brought to the lake? 8. What are balsas made of? 9. What are they shaped like? 10. What do the boatmen use to make the balsas move?

3. *Drawing conclusions*

1. Would the jungle in Brazil be a good place for farms? Why? 2. Why is most of the travel from city to city in South America by boat? 3. Do you think that most of the people in South America own automobiles? Why? 4. Do you think Brazil could be a wealthy nation? Why? 5. Do you think the weather would ever get very hot at Lake Titicaca? Why?

4. *Locating information*

Here is part of the index of a book:

South America, area, 84; chief cities of,
85; climate, 86; countries of, 84-85;
industries, 86-88; population of, 84;
products, 87-88; topography, 84.

On what pages in the book would you look to find answers to these questions?

1. Is the climate in South America temperate?
2. What nations are in South America?
3. What crops are raised on the farms?
4. What are the chief manufacturing activities?
5. What are the chief seaports?

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. What are most of the railroads of South America like?
2. Where are the most important cities of South America?
3. On what kind of rivers do the flat-bottomed boats travel?
4. What did the Creator tell the first ruler of the Incas to do?
5. What crops are raised in South America?

6. *Organizing ideas*

The third paragraph on page 264 tells three reasons why travel in the central parts of South America is difficult. Have pupils complete this outline:

WHY TRAVEL IN CENTRAL SOUTH AMERICA IS DIFFICULT

- I.
- II.
- III.

7. *Remembering ideas*

Suppose you wanted to tell a friend how people travel in South America. Find the paragraphs that tell ideas you would need to remember for this purpose.

PIZARRO AND THE INCAS

pages 272-280

A. Introducing the Story

Informal discussion may include the following questions:

1. What men have you heard of who explored America? For what reasons did they explore it? 2. Who do you think is the man in the foreground of the picture on page 277? (Pizarro.) What is he looking at? 3. Who are the people coming through the door? What are they carrying? (Inca Indians carrying treasures.) 4. Does the expression on Pizarro's face seem one of contentment and kindness or one of greed? 5. What would you guess that Pizarro did to the Inca Indians? (This story will tell you.)

B. Introductory Reading of the Story

This story may be read silently. A suitable purpose is: *What did Pizarro gain by conquering and destroying the rulers of the Incas?*

The following questions may be used for discussion following the reading of the story:

Pages 272-273. 1. Where did Pizarro hear of the riches of Peru? 2. Who helped him get together his company of men? 3. Through what kind of country did he travel? 4. What troubles did his expedition have? 5. How many men were willing to continue in the expedition? 6. How did the men send a message to the governor? What was the result of the message? 7. Where did Pizarro get more soldiers?

Pages 274-275. 1. What hardships did the new company of men encounter? 2. What city at the end of the wild passes through the Andes did the men want to reach? 3. What strange things did the Incas hear about the expedition? 4. Why did the Spaniards win the battle in which they were outnumbered?

Page 276. 1. What preparation did Atahualpa make to receive the invaders? 2. Why did Pizarro decide to gain entrance

to the city by treachery instead of force? 3. What did Atahualpa offer in return for his freedom?

Pages 278-279. 1. What made Pizarro regret that he had freed the emperor? 2. Why do you think he put Atahualpa to death? 3. In what way were the temples and palaces a surprise to the Spaniards?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What things did you read about the Spanish conquerors that helped you to understand their reasons for coming to the New World? 2. Why did not the Incas drive the Spaniards away? 3. What buildings still stand today as proof of the Incan civilization and culture? 4. What do the Indian treasures tell us about the country of South America?

Other Activities: 1. Find a picture of an Egyptian pyramid and compare it with the pyramids in the pictures in the story. 2. Find out what the mineral (gold, silver, copper) resources of South America are. 3. Find out what other explorers did in South America.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. The Spaniards found a country of peaceful and civilized people. 2. The Spaniards tried in every way to remain friendly with the Incas. 3. Pizarro and his men seemed to care for little but gold. 4. Pizarro got his first help from the governor of Panama. 5. Pizarro got help from Spain. 6. Some of Pizarro's men deserted him. 7. Pizarro destroyed all of the treasures and art of the Incas. 8. South America contained gold. (True: 1, 3, 4, 5, 6, 8.)

2. *Reading for details* (Using pages 272-280)

1. How many men were willing to go with Pizarro? 2. How large was Atahualpa's prison chamber? 3. What was the worth of Atahualpa's treasure? 4. What was the religion of the Incas? 5. Where does the fortress now stand?

3. *Drawing conclusions*

Which of these sentences are not true?

1. Pizarro was a kind man.
2. The Incas were superstitious people.
3. The Spaniards got what they wanted in Peru.
4. The Incas probably got their gold in the jungles of South America.
5. The Incas did their farm work with horses. (True: 2, 3.)

4. *Locating information*

Which words would you look for in an index to find answers to these questions?

1. How civilized were the *Incas*?
2. When did *Pizarro* make his expedition into South America?
3. What were the temples of the *Incas* like?
4. Where did *Pizarro* get his supplies for his expedition?
5. What precious metals are mined in *Peru*?

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. What did the emperor wear at festivals?
2. Why did the Incas not resist the Spaniards at first?
3. How artistic were the Incas?
4. What difficulties did Pizarro's men meet on the march?
5. What did Pizarro take from the Incas?

6. *Organizing ideas*

Read and outline the second and third paragraphs on page 272.

WHY THE EXPEDITION WAS NOT EASY

- I.
- II.
- III.
- IV.

V. The men became discouraged

7. *Remembering ideas*

Suppose you wanted to tell interesting things about the

Inca Indians. Find the paragraphs that tell ideas you would need to remember.

WHERE THE SUN IS TIED

pages 282-290

A. Introducing the Story

This story may be introduced by showing a collection of Peruvian pictures and pottery if such is available. In any case, the following questions may be used in an informal discussion:

1. In what part of South America is Peru? 2. What mountains cover parts of the country? 3. How do we find out or know how people of ancient civilizations lived? 4. What things do you think you would see if you traveled over Peru in an airplane?

B. Introductory Reading of the Story

The selection may be read silently with or without a given purpose. A suitable purpose is: *What happened to the one hundred maidens who escaped from Pizarro?*

The following questions may be used for discussion subsequent to the reading:

Pages 282-283. 1. Why was Jimmy Dustin provoked with the MacLaren family? 2. Why do you think they needed heavy clothing? 3. What could Peter and Nancy see as their plane turned inland? 4. What ancient Inca city did the children see near the summit of the divide? 5. What did every visitor do as he entered or left this old city? 6. What did Uncle Lee say about Cuzco? What does the remark mean? 7. What did the children see that Pizarro had seen in 1531?

Pages 284-285. 1. What attracted Peter's attention as they flew away from Cuzco? What did these signs say? 2. What canyon did the plane follow after crossing the Andes? Who had made a trip on foot through this canyon many years before?

Who had fled with the one hundred maidens? 3. Why did no one know of the city where they took refuge?

Pages 286-287. 1. What was the name of the hidden city? How was it possible for the city to remain hidden so long? 2. How did the maidens cross the Urubamba? 3. What was the great sundial called? 4. How long did the maidens stay in Machu-Picchu? How did they spend their time?

Pages 288-289. 1. What did Hiram Bingham do? What did his party find in the caves? 2. What could the children see through the gap in the mountains? Why was Arequipa so delightful to see? 3. What wonderful sight was Jimmy keeping for the last?

Page 290. 1. What were the houses around the lake made of? 2. What was Uncle Lee doing? 3. What did Peter want to do?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What do the natives in Peru use to advertise their wares? 2. Where did the Incas bring their dead? 3. Why was Cuzco called the Mecca of Peru? 4. What did this story tell you about South America that you did not know?

Other Activities: 1. Draw a line on the map showing the route from the sea to Cuzco, to Machu-Picchu, and thence to Lake Titicaca. 2. Find out more about the ways in which the Incas lived. Use the encyclopedia and other books.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. Peter and Nancy rode over Peru in an airplane. 2. Cuzco is the holy city of Peru. 3. Cuzco is on the plains below the mountains. 4. All the natives in Peru speak Spanish. 5. Nancy told Peter the story of the one hundred maidens. 6. The one hundred maidens spent the rest of their lives in the hidden city. 7. The place where the sun is tied is a mountain peak. 8. Arequipa is a city in the desert country. (True: 1, 2, 6, 8.)

2. *Reading for details* (Using pages 282-289)

1. How many people were in the plane? 2. Who was the pilot? 3. Where did Peter and Nancy see the natives? 4. What did the green wreaths mean? 5. What did the bunch of flowers on the end of a stick mean? 6. For what had the one hundred maidens been chosen? 7. At the time of Pizarro, who knew where the hidden city was? 8. When was the hidden city discovered? 9. What kind of cooking utensils had the maidens used? 10. What was Uncle Lee taking notes about?

3. *Drawing conclusions*

1. Is there much difference between the temperature on the coast and in the air above the Andes? How do you know? 2. Do different tribes of Indians in South America have different languages? How do you know? 3. Do you think it was difficult to travel from Cuzco to the hidden city? Why? 4. Why do you think other Incas did not rescue the one hundred maidens in the hidden city? 5. Do you think the Incas were a religious people? Why?

4. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. What was the hidden city? 2. What did the one hundred maidens do? 3. What kind of city is Arequipa? 4. How was the hidden city found? 5. What kind of country is Peru?

5. *Organizing ideas*

Arrange these events in the order that they happened:

1. The Incas moved to Cuzco. 2. Pizarro attacked Cuzco. 3. The one hundred maidens fled from Cuzco. 4. The Incas built Machu-Picchu. 5. The maidens crossed the Urubamba River. 6. The maidens settled in Machu-Picchu. 7. The hidden city was discovered. 8. The maidens died in Machu-Picchu. (Correct order: 4, 1, 2, 3, 5, 6, 8, 7.)

6. *Remembering ideas*

Suppose you wanted to tell what the different things were

that Peter and Nancy saw on their trip. Find the paragraphs that tell the things you would need to remember for this purpose.

RIO DE JANEIRO

pages 291-295

A. Introducing the Story

Raise and discuss the following questions:

1. What is the most beautiful city you know? What do you like about it?
2. What things do you think make a city beautiful?
3. Do you know why Rio de Janeiro is called one of the most beautiful cities in the world? (This story will tell you.)

B. Introductory Reading of the Story

This selection should be read silently. A suitable purpose is: *Why did Rio de Janeiro grow to be the second largest city in South America?*

The following questions are suggested for discussion:

Page 291. 1. What lie along the shore of the harbor of Rio de Janeiro? 2. What is the Sugar Loaf?

Pages 292-293. 1. How did this city get its name? 2. What does Rio de Janeiro have in common with other cities of South America? 3. How are the sidewalks and streets different from those in your city? 4. What interesting things would you see in the market place of Rio de Janeiro?

Pages 294-295. 1. How do the hucksters carry their wares? 2. What do the peddlers do to announce that they are coming? 3. What things in Rio de Janeiro might a visitor consider the most interesting? 4. How could one travel from the top of the Sugar Loaf to the shore?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What did you read that made it clear that some of the streets were built before traffic was modernized? 2. Can

you think of a city you have seen in our own country that would have as many different things to see as Rio de Janeiro? 3. Did you read anything that caused you to think there are colleges and universities in this city? 4. In what ways is Rio de Janeiro different from cities you know in our country?

Other Activities: 1. Find out more about Rio de Janeiro. What books will you use? 2. Find out about other cities in South America.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. Rio de Janeiro has a fine harbor. 2. Rio de Janeiro has broad streets. 3. Rio de Janeiro has narrow streets. 4. Rio de Janeiro has a fish market. 5. Tropical fruits are not grown near Rio de Janeiro. 6. Many foods are sold by peddlers. (True: 1, 2, 3, 4, 6.)

2. *Reading for details* (Using pages 291-293)

1. In what country is Rio de Janeiro? 2. How high is Sugar Loaf? 3. How large is the bay? 4. When did the explorer land where the city now is? 5. Why did he give the place the name that he did? 6. Where are the black and white marble sidewalks? 7. Why are automobiles not allowed on some streets? 8. Where is the market place?

3. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. What are the streets in Rio de Janeiro like? 2. What foods are sold in the market place? 3. What is the harbor like? 4. Where does the city lie? 5. How do the peddlers carry their loads?

4. *Organizing ideas*

Read the last two paragraphs on page 293. Fill in this outline:

THINGS SOLD AT THE MARKET

- | | |
|-----------------------|------------|
| I. Many kinds of fish | VI. |
| II. | VII. Fowls |
| III. | A. |
| IV. | B. |
| V. Fruits | C. |
| A. Bananas | D. |
| B. | E. |
| C. | VIII. |
| D. | |
| E. | |

INDIANS CAN BE PESTS

pages 297-308

A. Introducing the Story

This story may be introduced by informal discussion. The following questions may be used:

1. Have you ever read a story about people being lost in the forest or the jungle?
2. What were some of the things that happened to them?
3. How were they found?
4. What people did they meet? What trouble did they have with the natives?

B. Introductory Reading of the Story

The reading of this story should be done silently. A suitable purpose is: *What kind of Indians did the searching party meet?*

The following questions may be used for discussion subsequent to the reading:

- Page 297.** 1. Who was in the searching party? 2. Who was the leader? 3. For whom were they searching? 4. Why was

the jungle so quiet? 5. What brought the boys to a halt?
6. Did Vincent know what the Indians were going to do?

Pages 298-299. 1. How did the leader of the Indians look?
2. What did he urge his friends to do? 3. How many Indians
were in the party? 4. Do you think Vincent was afraid?

Pages 300-301. 1. Who did the talking for the Indians?
What language did he speak? 2. Why did the chief seem
proud? 3. What did he want to know about the white men?
4. Why do you think the Indians were afraid of "rubber people"?
5. Why was Vincent encouraged when the women and children
stayed with the Indian men? 6. How did the Indians show
their curiosity?

Pages 302-303. 1. How did the Indians act when Vincent
spoke sharply? 2. What did they want? 3. How did Charlie
try to draw their attention away from the guns? 4. What made
the Indians forget about the storm? 5. What did Joao offer
Alec in trade?

Pages 304-305. 1. What did Joao offer for Charlie's rifle?
2. What had Vincent been waiting to ask? 3. How did the
Indians act when Vincent asked about the white man? 4. Why
did Joao call the doctor a bad man? 5. What happened un-
expectedly?

Pages 306-307. 1. Why do you think Vincent did not want
to show his feelings? 2. What did Joao find inside Vincent's
shirt? 3. Did the Indians recognize the photograph? 4. Why
had the Indians left their homes?

Page 308. 1. Why did Charlie suggest that Vincent show
them the compass? 2. Why did the Indians think it was alive?
3. What did they do with the guns? 4. What had Vincent and
the boys discovered about Dr. Sternway's whereabouts?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Do you think the Indians who live in and near
the jungles in South America are highly civilized? What kind
of people are they? 2. Why do you think anyone would explore
in the jungles of South America?

Other Activities: 1. Find out more about what happened to

Dr. Sternway. In which of the books listed on page 328 will you look for information? 2. Find out more about the jungles of South America and the Indians who live there.

D. Rereading the Story for Specific Purposes

1. Getting the main ideas

1. What was the purpose of Vincent Duncan's expedition?
2. Why did the Indians interfere with the young men? 3. What things did the young men do to try to get the Indians to leave?
4. What did the Indians know about Dr. Sternway? 5. What did the Indians finally get from the young men?

2. Reading for details (Using pages 297-302)

1. How did Vincent know that other people were near?
2. How does the jungle seem before a rainstorm? 3. Why did the Indians jump back into the bushes? 4. What clothes did the leader of the Indians wear? 5. How many Indians were there?
6. Who are rubber people? 7. What was the leader's name?
8. What did the Indians examine first? 9. What did Joao want Charlie to give him? 10. Where had Charlie got it?

3. Drawing conclusions

1. In what way were the Indians pests? 2. If Vincent and his friends had been rubber people, what do you think the Indians would have done? 3. Were the Indians highly civilized people? How do you know? 4. Do you think Vincent thought the Indians knew anything about Dr. Sternway? How do you know? 5. How do you think the Indians could live with so few clothes?

SOME USEFUL PLANTS OF SOUTH AMERICA A RUBBER COLLECTOR OF THE AMAZON

pages 309-320

A. Introducing the Stories

Raise and discuss the following questions:

1. In what ways is chocolate used in your home? How do

you use cocoa? For what does your mother use vanilla? 2. What do you have that is made of rubber? 3. Do you know where all of these things come from? (This story will tell you.)

B. Introductory Reading of the Stories

The first story ends on page 314. A suggested purpose for silent reading of this material is: *What products do we use that are grown in South America?*

The following questions may be used for discussion subsequent to the reading:

Page 309. 1. On what do cacao pods grow? 2. What is the name of the tree that chocolate comes from? (Be sure that the children notice the difference between *cacao*, the name of the tree and fruit, and *cocoa*, the product that is made from the beans.) 3. How do cacao pods grow differently from fruits and nuts? 4. How is cocoa prepared?

Page 311. 1. What is done to the cacao if the factory is making chocolate? 2. How long have the South American Indians used cacao? 3. What did they make from it? 4. What does vanilla look like when it is growing? 5. What is done to the vanilla bean to get it ready for the factory? 6. Why do South Americans like to visit the place where vanilla is being dried?

Pages 312-313. 1. What is a leading product of South America that is used in almost every country of the world? 2. How does it grow? 3. What part of the berries is made into coffee? 4. What is done to the coffee after it is shipped to other countries? 5. What is the name of the tree that is so hard to cut down? 6. Where do many of these trees grow? 7. Where are many of these trees shipped? 8. Why are they especially good for railroad ties and fence posts? 9. What is the chief use of the quebracho tree? 10. What are you wearing that may have been made from nuts? 11. Where do tagua nuts grow?

Page 314. 1. How do tagua nuts grow? 2. What happens to the nuts that are left on the ground? 3. What is done with tagua nuts in one country?

The second story begins on page 315. A suitable purpose for silent reading is: *What did Pedro do to get his rubber to market?*

The following questions are suggested for discussion:

Page 315. 1. In what part of the country do you think Pedro was? 2. What did he do to the tree? 3. What happened to the fluid that came from the tree?

Pages 316-317. 1. What is the juice of the rubber tree called? 2. How many trees did Pedro visit? How long did it take him? 3. What else did he do before he ate his breakfast? What did he eat for breakfast? 4. What made the clouds of smoke rise from Pedro's fire? 5. What use did he make of the paddle? What did he finally get on the end of the paddle?

Pages 318-320. 1. Why do you think the stick was easier to use than the paddle? 2. How big were the "rubber biscuits"? 3. How did Pedro make his journey downstream? 4. What is the difference between a Brazilian nightfall and a nightfall where you live? 5. Where did Pedro stay the first night? What did the people of the tribe do? 6. When did Pedro finish his journey? What was the first thing Pedro did after beaching his canoe? 7. Why was Pedro able to buy some special things on this trip? 8. What happened to the rubber at Manaos?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. What products raised in South America are used in other countries? For what purposes are they used? 2. In what ways does rubber affect the way in which we live in this country?

Other Activities: 1. Find out more about the rubber industry. Write to some of the large manufacturing companies for pamphlets and pictures about the making of rubber goods. 2. Choose one of the products told about in the first story. Make a special study of it and report to the class. 3. Write to a chocolate-manufacturing company for pamphlets and pictures on the

manufacture of chocolate. 4. Make a collection of articles made of vegetable ivory.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. Chocolate is made from the beans that grow in the pods of the cacao tree. 2. Cocoa and chocolate are made in the same way. 3. The cacao tree grows in the northern part of South America. 4. Vanilla is made from the leaves of a tree. 5. Vanilla is made from the beans of a pod. 6. Coffee is one of the chief products of South America. 7. The quebracho tree furnishes a liquid used in tanning leather. 8. Some nuts raised in South America are used in making buttons. 9. Rubber is made of latex. 10. Heat is used in making rubber. 11. Latex is the juice that comes from the quebracho tree. 12. All finished rubber is made in South America. (True: 1, 3, 5, 6, 7, 8, 9, 10.)

2. *Reading for details* (Using pages 309-311)

1. Where does the cacao tree grow? 2. What kind of flowers does it have? 3. What do the pods look like? 4. How are pods taken from the tree? 5. What is done with the seeds after they are taken from the pod? 6. What is done to the seeds if they are to be used in making cocoa? 7. What is added to the cacao in making chocolate? 8. What do the beans in a vanilla pod look like? 9. What things must be done to vanilla beans before they are ready for the factory? 10. How does the vanilla bean smell?

3. *Drawing conclusions*

1. Do rubber trees grow close together? How do you know? 2. Why do you think Pedro made a circular route in attending to his trees? 3. Do you think the native tribe that Pedro visited all lived in one house? Why? 4. Why did Pedro have to be careful on his trip down the river? 5. Why do you think rubber goods are manufactured in the United States rather than in South America?

4. *Locating information*

Here is part of the index of a book:

Rubber, artificial production of, 70;
 centers of manufacturing, 71-72;
 centers of tree cultivation, 66-68;
 methods of production, 73-76; sources
 of, 65; status of present supply, 69;
 uses of, 77-80.

On what pages would you look to find answers to these questions?

1. Can rubber be produced artificially? 2. How is rubber made?
3. What things are made of rubber? 4. Where are rubber trees grown?
5. Is the supply of latex growing low?
6. Where are the chief manufacturing plants located?

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. From what is coffee made? 2. For what purpose is the quebracho tree used?
3. How is coffee made? 4. What products that we use other than foods are raised in South America?
5. What is done to latex to make it into "rubber biscuits"?

6. *Organizing ideas*

Pages 315-318 tell the things that Pedro did to make rubber biscuits. Pupils may fill in this skeleton outline:

WHAT PEDRO DID TO MAKE RUBBER

I. Gathered latex

- A. Cut the bark of the tree
- B.
- C.

II. Prepared the rubber

- A. Made a fire
- B.
- C.

- D. Dipped paddle into latex
- E.
- F.
- G. Poured more latex on the rubber ball
- H.

7. *Remembering ideas*

Suppose you wanted to tell a friend what foods we eat that are grown in South America. Find the paragraphs that tell ideas you would need to remember for this purpose.

SOME ANIMALS OF SOUTH AMERICA

pages 322-326

A. Introducing the Story

Raise and discuss the following questions:

1. What wild animals have you seen in a zoo? Do you know which ones come from South America? 2. Do you know of any animals that live in South America? What wild animals would you think live in the jungles? What animals would you expect to find in the Andes? (Perhaps this story will tell you.)

B. Introductory Reading of the Story

This selection should be read silently. A suggested purpose is: *What are some of the strange animals of South America?*

The following questions are suggested for discussion:

Pages 322-323. 1. Why would explorers in the jungle usually regret meeting a group of howler monkeys? 2. What is the most common kind of monkey in South America? 3. How many different kinds of monkeys live in South America? What are they? How do they differ from each other? 4. In what part of South America do llamas live?

Pages 324-325. 1. What are some interesting characteristics of the llama? 2. How does the alpaca differ from the llama? 3. For what is the wool of the llama and the alpaca used?

Page 326. 1. Where does the chinchilla live? For what is his fur used? 2. What is strange about the sloth?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What things about the animals in this story do you think are strange or queer? 2. In what ways do the animals in South America serve people who live in the United States?

Other Activities: 1. Find out what other animals live in the jungles or in the mountains in South America. 2. Find out more about the sloth. 3. Find out what animals people in South America use on their farms.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. Howler monkeys annoy people at night. 2. All monkeys use their tails to swing themselves with. 3. Howler monkeys are the kind that are usually sold as pets. 4. Llamas live in the jungle. 5. The llama is used as a beast of burden. 6. The wool of both the llama and the alpaca is used in making clothing. 7. The fur of the chinchilla is used in making blankets. (True: 1, 5, 6.)

2. *Reading for details* (Using pages 323-325)

1. What two animals does the llama resemble? 2. What color is its wool? 3. How high can it climb? 4. Where does it live? 5. How far can it travel during a day as a beast of burden? 6. How heavy a load can it carry? 7. What does the llama do when its load is too heavy? 8. What does it do when it is annoyed at its driver? 9. What is the difference between an alpaca's wool and a llama's wool? 10. For what is the wool of these animals used?

3. *Drawing conclusions*

Which sentences are not true?

1. The monkeys live in the cooler part of South America.

2. Howler monkeys can be frightened away by firing a gun into the air. 3. The moss monkeys live in the Andes. 4. Some people in the United States wear coats made of chinchilla fur. (True: 4.)

4. *Locating information*

What words would you look for in the index of a book to find answers to these questions?

1. What are the habits of a *sloth*? 2. What animals live in the *Andes*? 3. How are *monkeys* captured? 4. Are *llamas* tame or wild? 5. In what part of the country do *chinchillas* live?

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. How does the alpaca differ from the llama? 2. What is a chinchilla? 3. What kind of monkeys are used as pets? 4. Can all monkeys swing by their tails? 5. What are marmosets?

6. *Organizing ideas*

Have pupils fill in this skeleton outline:

SOME ANIMALS OF SOUTH AMERICA

I. Monkeys

A.

B.

C.

D.

E.

II. Llamas

III.

IV.

V.

7. *Remembering ideas*

Suppose you wished to tell someone what a llama does. Find the sentences that give ideas you would need to remember for this purpose.

V. SUGGESTED ACTIVITIES FOR THE UNIT AS A WHOLE

1. Make a portfolio or record book on South America. Different sections may be devoted to such topics as animals, products, industries, cities, etc. Pictures, clippings, lists of books to read, and original writings by the children may constitute the content.

2. Find out about each country in South America. How do its people live? What do they produce?

3. On an outline map of South America, place the different countries and chief cities.

4. Find stories about life in South America. Plan a time when they can be read aloud to the class.

5. Find out what European countries sent explorers to South America. What did these explorers do? What has been the result of the explorations?

6. Write to the Pan American Union, Washington, D.C. Ask for free printed materials about South America.

7. Try to find out what things are being done to get the countries in South America and the United States to be better neighbors and friends to each other.

VI. A WRITTEN TEST ON BASAL CONCEPTS

1. What great mountain range is in South America?
2. What ancient Indians once lived there?
3. What is remarkable about Lake Titicaca?
4. What is the name of the boats that the natives use on Lake Titicaca?
5. Write the names of four countries in South America.
6. What great product is raised in Brazil?
7. What animals are raised in great numbers in Argentina to help supply the meat market of the world?
8. Write the names of four products of South America that we use in the United States.
9. For what is Rio de Janeiro well known?
10. Why did Pizarro attack the Inca Indians?
11. Write one thing you learned about Machu-Picchu.

12. From what is rubber made?
13. Name four animals found in South America.
14. In what ways do animals in South America serve people in the United States?
15. Is South America a country of plains, a mountainous country, or both?

UNIT FIVE

TRAVELING TODAY

I. PURPOSE OF THE UNIT

To give pupils an understanding of modern means of travel, an appreciation of some of the achievements that have made such travel possible and of the effect of modern transportation upon world relationships, and to stimulate an interest in reading about methods of transportation.

II. PREPARATION FOR READING THE UNIT

(The Reading-Readiness Approach)

A. Basal Concepts to be Developed

These concepts are developed by use of the pictures and informal discussion before the unit is read.

- | | |
|--|---|
| 1. What an old-time train looked like | 9. Conveniences of a trailer |
| 2. How old-time trains were run | 10. What a bus is |
| 3. What a streamlined train looks like | 11. Conveniences and disadvantages of travel by bus |
| 4. What a Diesel engine is | 12. What the Queen Mary is like |
| 5. Why modern trains are better than old-time trains | 13. What a wheelhouse is |
| 6. What a berth is | 14. What decks of an ocean liner are |
| 7. How meals are served on a modern train | 15. What a clipper plane is |
| 8. What a trailer is | 16. How a clipper plane takes off |

B. Oral Vocabulary to be Used and Understood During the Discussion

streamlined
locomotive
steam engine
Diesel engine
passenger car

diner
automobile trailer
tugboats
ocean liner
clipper plane

landing pier
modern
air-conditioned
bus
Queen Mary

Pullman car
observation car
berth

budge
deck
companionway

wheelhouse
portholes

C. Suggested Questions for Discussion

Introductory Discussion

1. What is the title of the unit? What do you think the unit tells about? (Modern ways of traveling.) 2. What do you think the boy in the picture is doing? What is the girl doing? How are they going to travel? (By airplane.) 3. What experiences have you had on a streamlined train, on an ocean liner, in a bus, or in a trailer? (Pupils answer.) 4. Did you ever travel on an airplane? What interesting experiences did you have? (Pupils who have traveled in this way may tell of their experiences.) 5. What modern ways of travel do you see in the picture on page 330? (Airplane, ocean liner, streamlined train, streamlined bus, and automobile.) 6. What examples of a primitive way of traveling do you see? (People walking.)

7. Do you know what things people first used to help them in transportation? (Animals, rafts, and boats.) 8. What animals did they use? (Horses, donkeys, camels, elephants, oxen, dogs, were used most commonly.) 9. In what ways do the machines that people use today provide men with better transportation than animals did long ago? (More comfortable, more rapid, and more powerful. Some pupils are able to discuss this question.) 10. Do you think that the machines in the picture are like the ones people first used in transportation? (No. It has taken men many years of study and experimenting to make machines like these.) 11. Do you think there will ever be machines that are better than these? (Yes. Almost every year men find new ways to make better machines for transportation. Watch for stories in newspapers and magazines of improvements in methods of transportation.)

Picture No. 1. An old-time steam train.

1. How old do you think this train is? (This is a Mason type of locomotive. It was built about 1860. The passenger cars

were built about 1855.) 2. What are the high wheels on the sides of the engine? (They are driving wheels, or drivers. The bar which connects the drivers is fastened to one end of the slanting bar in the picture. The other end of the slanting bar is fastened to the piston in the cylinder. When steam power in the cylinder moves the piston back and forth, the drivers are made to turn round and round.) 3. Were early trains rapid, comfortable, and safe? (This unit will tell you.)

Picture No. 2. A modern streamlined Diesel-engine train.

1. What does "streamlined" mean? (It means that the sides and top of the train are straight and smooth. All objects that protrude or stick out have been removed or covered to keep them from pushing against the air as the train moves along. A train traveling through still air at seventy miles an hour is pushing against the air with the same pressure that a wind moving at seventy miles an hour would push against a train that is standing still. A seventy-mile wind is strong enough to blow some people off their feet.) 2. Compare Pictures Nos. 1 and 2. What things do you see on the old-time train which are not seen on the modern one? (Smokestack or funnel, bell, dome, whistle, cab, driving wheels, tender, open spaces between the cars.) 3. Which of these would press against the wind as the train moved along? (All of them.)

4. Why do you think the streamlined train can go faster than the old-time train? (Partly because of streamlining; partly because of the kind of engine the streamlined train has.) 5. What kind of engine does it have? (Diesel engine. In many ways a Diesel engine is similar to an automobile engine. The advantage it has over a steam engine is that it has more power according to its weight than does a steam engine.) 7. Do you know why travel on a modern train is much more comfortable than on an old-time train? (This unit will tell you.)

Picture No. 3. A streamlined train at night.

1. Do you see the headlight of this train? (See front of train.) 2. Which way does it shine? (Forward.) 3. Do you know



Courtesy of Union Pacific System

1. *An old-time steam train.*



Keystone

2. *A modern, streamlined Diesel engine train.*



Kaufmann-Fabry Photo

3. *A streamlined train at night.*

In which of these trains should you prefer to travel?
Why?



Gendreau

4. *A modern Pullman sleeping car.*

In what ways does a Pullman sleeping car make travel comfortable? What other cars on a modern train help make travel comfortable?



Acme

5. A lunch counter in a modern train.

6. A corner of a dining car.

Ewing Galloway

In which of these diners would you expect a meal to cost less? Why? From which diner can you best watch the scenery?

Why is it pleasant to eat in a diner?

Where is the food prepared? How is it kept fresh? Are the kitchens very large?





Gendreau

7. *Auto trailer camped along a lake shore.*



Ewing Galloway

8. *Kitchen and dining room inside of a trailer.*

In what ways may a trailer make travel pleasant?



Courtesy of Greyhound Lines

9. Travel by bus.



Courtesy of White Motor Company

10. School bus.

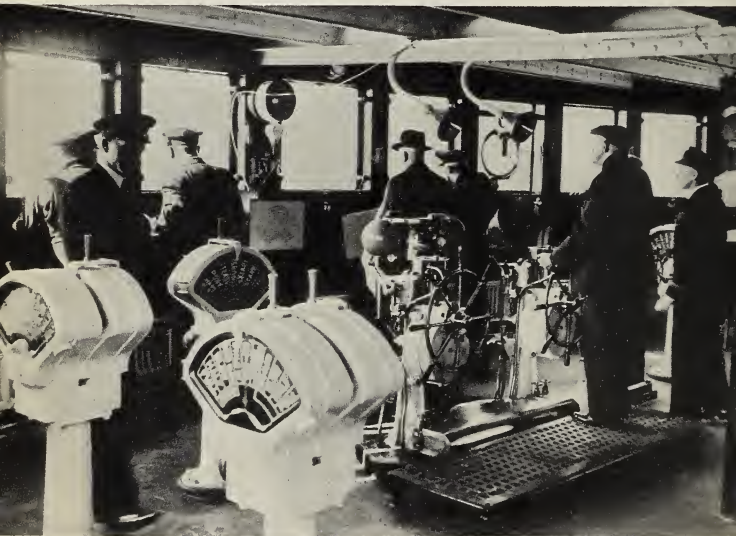
What advantages does travel by bus have? What disadvantages?

Why is it a good thing to have school busses for children who live far away from school?



Courtesy of Cunard White Star Ltd.

11. *The Queen Mary, a giant ocean liner.*



Ewing Galloway

12. *The wheel house inside the bridge of the Queen Mary.*

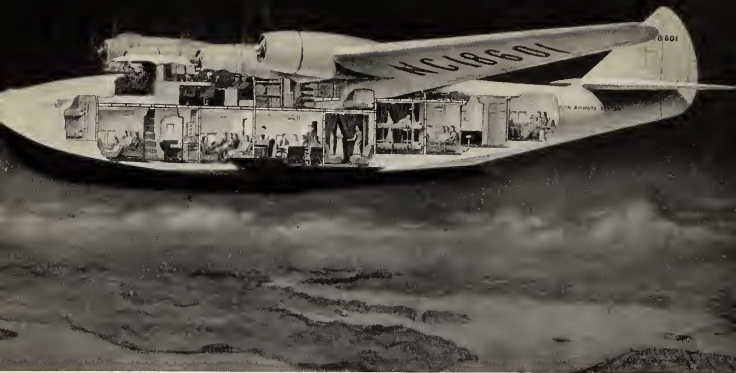
In what part of the ship is the bridge? Why?



Keystone

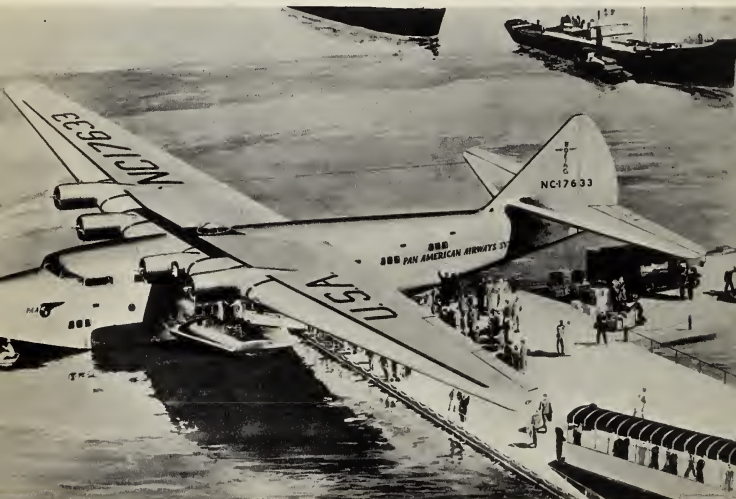
13. *Looking down on the bridge of an unfinished liner.*

About how many decks, or stories, has this liner? How can you tell? Stairs, called companionways, lead from one deck to the other. What are the round holes, or windows, in the lower decks called?



Boeing Aircraft Company

14. *Inside a clipper plane, the ocean liner of the sky. The flying crew is on the upper deck.*



Boeing Aircraft Company

15. *A clipper ship ready to take off. These ships can carry 72 passengers and a crew of eight.*

From the picture at the top can you tell where the pilots and the engineer sit? Where the baggage and mail are carried? Where passengers sit?

why streamlined trains often have a second headlight — one that shines straight up? (The trains travel very rapidly. In speeding across the country they cross many highways. Automobile drivers often do not see the light that shines forward until they are very near the railroad tracks. The light that shines upward can easily be seen a great distance.) 4. In which of these trains would you prefer to travel? Why?

Picture No. 4. A modern Pullman sleeping car.

1. In what way does a Pullman sleeping car make travel comfortable? (One may sleep and rest as he travels.) 2. What is the name of the place where one sleeps in a Pullman car? (Berth.) 3. How did the man get into the upper berth? (Used ladder.) 4. Why are the berths numbered? (So that each person who buys a ticket for a berth can be given the number of the berth he is to use.) 5. Does the woman look comfortable? Why? 6. Can one read in his berth at night? (Yes, light is just above woman's head.) 7. Why are there curtains on the berths? (Passengers may draw curtains for privacy.) 8. How do you suppose the berths are ventilated? (The car is air-conditioned.) 9. What other cars on a modern train help make travel comfortable? (Observation car and dining car. On some trains there is a car where one may go to read, play games, listen to the radio. Some trains have beauty shops for women and a barbershop for men.)

Pictures Nos. 5 and 6. A lunch counter in a modern train; and A corner of a dining car.

1. In which of these diners would you expect a meal to cost less? Why? (In the one shown in Picture No. 5. One person can serve more people at a time here. Service is always part of the cost of a meal.) 2. From which diner can you best watch the scenery? (The one shown in Picture No. 6.) 3. Why is it pleasant to eat in a diner? (Usually the food is well cooked, carefully served, and the change of scenery is enjoyable.) 4. Where is the food prepared? (In kitchens on the train.) 5. How is food kept fresh? (In iceboxes and refrigerators.) 6. Are

the kitchens very large? (They are larger than many kitchens in modern homes. Of course they cannot be quite as wide as a train car is, but they are quite long.) 7. Do the people seem to be enjoying their meals?

Picture No. 7. Auto trailer camped along a lake shore.

1. What things do you see in the camp besides the trailer? (Large awning, basket, pails, tub, chairs, stove, cooking utensils, and tables.) 2. Do you think a small family could be comfortable with all this equipment? Why? 3. Where do you suppose the family sleeps? (In the trailer.) 4. Do you think this is a beautiful place to camp? Why? 5. What advantage would a person have in traveling by trailer? (He can go where he wishes and stay as long as he wishes.)

Picture No. 8. Kitchen and dining room inside a trailer.

1. What is the woman doing? (Cooking a fish.) 2. Do you see another fish which is ready to be cooked? (Left foreground.) 3. Can you see the lid which can be let down when the stove is not in use? (Left side. When lid is down it forms a table.) 4. Where are the sink and icebox? (Right side. The icebox is below and left of the sink.) 5. How is the trailer lighted at night? (By electric lights. One may be seen above window at end of trailer. The lights use electricity from the automobile battery.) 6. Do you see a place for a bed? (At night the dining table folds up against the wall. The seats at the table can be made into a bed. The front end of the trailer has another bed.) 7. Where do you suppose the woman keeps her dishes? (Cupboards above stove and above sink.) 8. In what ways may a trailer make travel pleasant? (It gives one many of the comforts of a home while he travels. It allows one to live in beautiful and interesting places in the country.)

Picture No. 9. Travel by bus.

1. What advantages does travel by bus have? (Busses usually do not travel as fast as trains. A passenger on a bus, therefore, has an opportunity to see more of the country through

which he travels than does a passenger on a train. Frequent stops permit bus passengers to eat their meals in regular eating places. Travel by bus is usually cheaper.) 2. What disadvantages does travel by bus have? (Busses are not air-conditioned as many trains are. Bus travel is slower. Busses do not offer their passengers the special conveniences such as reading rooms, sleeping rooms, and dining rooms.) 3. Do many people travel on busses? (Almost as many people ride on inter-city busses as ride on trains.)

Picture No. 10. School bus.

1. Do you ride in a school bus? Do you like it? Why? 2. Why is it a good thing to have school busses for children who live far away from school? (Pupils cannot walk long distances. Many children could not attend school if there were no busses. Busses protect pupils from bad weather as they go to and from school.) 3. Do children have to pay to ride school busses? (As a rule they do not. Parents pay taxes, some of which is used to pay the expenses of running school busses to public schools.)

Picture No. 11. The Queen Mary, a giant ocean liner.

1. What do you know about the Queen Mary? (Pupils may tell what they know. She is one of the largest liners ever built. It is owned by an English steamship company. It is 1018 feet long. If she could be stood on end beside the Empire State Building in New York City, she would reach beyond the eighty-sixth story. The cost of materials, labor, and furnishings was about \$30,000,000. Her highest speed is nearly 40 miles per hour. The ship burns oil instead of coal. She carries 24 lifeboats that will carry 3500 people. This is more than the total number of passengers and crew of the ship. All of the boats are equipped with wireless telegraph sets and are driven by engines. On the liner there are a large laundry, theater, gymnasium, tennis courts, swimming pool, dance hall, a printing shop where a daily newspaper is published, an ice plant, clothing store, drug-store — in short, nearly every kind of business house that one

would find in a small city.) 2. What does it cost to travel on the Queen Mary? (The best staterooms cost more than \$100 per person per day.)

Picture No. 12. The wheelhouse inside the bridge of the Queen Mary.

1. In what part of the ship is the bridge? Why? (The bridge of the Queen Mary is just in front of the foremost funnel. See Picture No. 11. The wheels by which the ship is steered are inside the bridge. The bridge must be placed on a ship in a position that offers a full view of the sea.) 2. Do you see the wheels by which the steering is done? Why do you suppose there are two? (If one fails to work, the other will be used while the broken one is repaired.) 3. Do you see the compass? (The instrument nearly shoulder-high just beyond the wheel nearest you.) 4. What are the white objects in the foreground? (There are electric signaling apparatus that send messages to the engine room. The captain uses them when he orders the engineers to run the ship faster or slower. The ship is driven by steam turbine engines far down in the bottom of the ship.) 5. Look at Picture No. 11. Do you know why the bridge extends far out over the sides of the ship? (To provide a clear view backward and forward along the whole length of the ship.) 6. Would you like to travel on the Queen Mary? Why?

Picture No. 13. Looking down on the bridge of an unfinished liner.

1. Which way does the bow, the front, of the ship point? (Toward the right.) 2. Where is the bridge? (Top deck, center of picture.) 3. About how many decks, or stories, has this liner? (Six can be seen. Count the different levels of floors.) 4. What are companionways? (Read legend below picture.) 5. What are the round holes, or windows, in the lower decks called? (Portholes.)

Picture No. 14. Inside a clipper plane, the ocean liner of the sky. The flying crew is on the upper deck.

1. You should understand this is a drawing that shows how this

clipper ship would look if a side wall were removed. What floor do the passengers use? (All of the lower deck.) 2. What are the different rooms used for? (The first and second rooms are lounge rooms where passengers may sit and talk. The third room from the front is a dining room. The fourth room contains lavatories, or washrooms. Behind it is a sleeping room with berths similar to those on a Pullman sleeping car. The rooms at the rear are small lounge and reading rooms.) 3. What rooms do the members of the ship's crew use? (The upper deck. The front room contains the instruments and steering equipment. The pilots who operate the ship sit here. The second room is used by members of the crew as living quarters. Behind this is a room where luggage, food, and other supplies are stored. Part of this space is used for a water tank.) 4. Where is the ship's fuel carried? (Most of it is carried in tanks in the wings.) 5. Where is mail carried? (In a small room in the front end of the ship. In Picture No. 15, a member of the crew is standing in the door of the mail room. The men in the boat below him help him handle the mail.)

Picture No. 15. A clipper ship ready to take off. These ships can carry seventy-two passengers and a crew of eight.

1. How do the passengers get aboard the clipper ship? (The ship is pulled alongside the landing pier by tugboats. A stairway leads from the landing pier to the ship's main door.) 2. How does the ship take off? (After the ship is loaded, it is pulled away from the landing pier by tugboats. The motors of the clipper ship are then started and soon the ship takes off from the water.) 3. How would you like to travel on a clipper ship? Why?

D. Suggested Group Activities for Optional Use

1. Trace on a map of the Pacific Ocean the route that the China Clipper follows to the Orient.

2. Pupils may make a frieze for the room that will show important steps in the improvement of ways of travel.

3. Find out and list ways in which men have made automobiles

safer to use than they were at first. These items may be suggested to start the study: brakes, glass, tires, lights. Pupils will think of others and add them.

4. Make a graph that will compare the time that various ships have taken to cross the Atlantic Ocean. Information about the amount of time taken by such ships as the *Santa Maria* and *Savannah* can be found in the *World Almanac*. For records of modern ships, such as the *Queen Mary* and *Normandie*, it would be best to watch the newspapers. The records of modern ocean travel are constantly being lowered.

5. Find out when the first railroad across the United States was finished, and learn about the dangers and hardships people had who traveled to the West in covered wagons.

6. Read of the Wright Brothers' experiments with their first airplane at Kitty Hawk, North Carolina.

7. Collect pictures of ships and paste them in a scrapbook in the order that will illustrate improvements in water travel.

III. ADAPTABILITY OF SELECTIONS IN THE UNIT FOR USE IN THE DEVELOPMENT OF IMPORTANT READING HABITS AND SKILLS

A. Order of Selections in the Unit

1. Travel, From Stagecoach to Airplane, and From a Railway Carriage, pages 331-334
2. Streamlined Trains, pages 335-344
3. Traveling Houses, and Travel by Bus, pages 346-355
4. The Glory of Ships, and An American Passenger Liner, pages 356-364
5. The Giant Bird, The First Flight of the China Clipper, The Zeppelin, and The Graf Zeppelin, pages 365-380
6. It Will Happen Soon, pages 381-397

B. Classification of Selections

The following chart indicates which selections are best suited to the development of a given reading habit or skill.

READING HABITS AND SKILLS	SELECTIONS					
	1	2	3	4	5	6
1. Getting the main ideas.....		x	x	x	x	x
2. Reading for details.....		x	x	x	x	x
3. Drawing conclusions.....		x	x	x	x	x
4. Locating information.....			x		x	
5. Selecting material read.....		x	x	x	x	x
6. Organizing ideas.....			x	x	x	x
7. Remembering ideas.....		x		x	x	x
8. Oral reading.....	x		x	x		

IV. TEACHING THE INDIVIDUAL SELECTIONS

TRAVEL, FROM STAGECOACH TO AIRPLANE,
FROM A RAILWAY CARRIAGE

pages 331-334

The teacher and individual pupils may read the poem *Travel* aloud. The class may wish to read it in concert. Give pupils opportunity to raise questions and make comments about the poem, but do not test or quiz. The following questions may be useful in a discussion:

1. Where would the author of this poem like to travel? 2. Where would you like to travel?

The teacher or some pupil who reads aloud well at sight may read *From Stagecoach to Airplane*. Raise these questions when the reading is completed:

1. What is one of the big differences between travel today and travel nearly one hundred years ago? 2. How can you find out how travel is improving now?

Handle *From a Railway Carriage* in the same manner as the first poem. Encourage pupils to read aloud to the class other poems about travel they may know or find.

STREAMLINED TRAINS

pages 335-344

A. Introducing the Story

This story may be introduced by informal conversations about journeys the members of the group have taken on trains, or about trains they have seen or have been permitted to walk through at a station. Use the following questions:

1. Have you ever ridden on a train? What kind of train was it?
2. Have you been in a streamlined train? What interested you most?
3. If you were to work on a modern train, what job would you rather have?
4. In what ways do you think a streamlined train is different from the older trains? (This unit will tell you.)

B. Introductory Reading of the Story

The story should be read silently with or without a stated purpose. Suitable purposes are: 1. *What are the streamlined trains like?* 2. *What have the railroads done to make travel by train better?*

The following questions may be used for discussion subsequent to the reading:

- Page 335.** 1. When did people begin to travel by railroad?
2. How fast did the early railroad trains travel sometimes?
3. Why did the people at that time feel that the trains were not safe?

- Pages 336-337.** 1. Where were the fuel and water carried for the first locomotive? 2. What were the accommodations for passengers in the first train? 3. What would you consider the

most disagreeable experience of passengers riding in this train? 4. How fast do some of our modern trains travel? 5. Before there were streamline trains, why did people prefer to take long trips in their own cars or in busses? 6. Had the first streamlined train as many cars as the older trains in use at that time?

Pages 338-339. 1. What was the front end of the first streamlined train shaped like? 2. What kind of engine did it have? 3. What was the shape of the rear end of the last car? 4. Why were the sides and tops of all the cars smooth and with no projections? 5. Why was the train named "streamlined"? 6. How many people could ride in each passenger car? 7. How is a car air-conditioned? 8. Why do travelers like streamlined trains?

Pages 340-341. 1. How many cars are there in the newer streamlined trains? 2. Which is higher, a modern sleeping car or an old-fashioned one? 3. In what ways is a passenger in an upper berth of a modern train more comfortable than if he were riding in an old-fashioned sleeper? 4. Why do you think the railroads do not give up their coal-burning locomotives? 5. Of what use is the big steel shield that comes down close to the track?

Pages 342-343. 1. What have the railroads done to improve their old-fashioned cars? 2. What things can you now do on trains that will add to the pleasure of long trips? 3. Which of the color combinations given for painting trains would you prefer? 4. What lighting effect mentioned on this page would increase the beauty of the modern train's engine? 5. Why do railroads decorate their trains?

Page 344. 1. What sort of names are given to special trains and cars? 2. What foreign countries are building fast, beautiful, and up-to-date trains?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What did you read in this story that makes you want to ride in a streamlined train? 2. In what ways is traveling on a streamlined train better than traveling in the older trains? Are streamlined trains faster? Are they more comfortable? Do you think they are safer? 3. Suppose streamlined

trains are faster than the older trains. What difference does it make? 4. Chicago is about 1030 miles by railroad from Denver, Colorado. An old-fashioned train averages about 40 miles per hour on this run. A streamlined train averages about 70 miles per hour. How much time would a traveler save by going from Chicago to Denver on the streamlined train?

Other Activities: 1. Have pupils list the ways in which streamlined trains differ from the old-fashioned ones. This will help start the list: (a) Modern locomotives have a steel shield that comes down close to the track in front. 2. Write to the Union Pacific Railroad, Omaha, Nebraska, to the Chicago, Burlington, and Quincy Railroad, Chicago, Illinois, or to some other railroad, and ask for free pictures and pamphlets about their streamlined trains.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. The early trains did not travel very fast. 2. The early trains were comfortable. 3. Streamlined trains were built to increase the passenger business on the railroads. 4. Streamlined trains are faster than the older trains. 5. Streamlined trains are more comfortable than the older trains. 6. Streamlined trains are not as convenient as the older trains. 7. The railroads streamlined some of their old locomotives. 8. Streamlined trains are being used in Europe. (True: 1, 3, 4, 5, 7, 8.)

2. *Reading for details* (Using pages 337-339)

1. What were the railroad companies worried about? 2. How were many people traveling? 3. What kind of train did the railroads have to build? 4. How many cars were in the first streamlined train? 5. What did its engine burn? 6. How many people did each passenger car seat? 7. What kind of glass was used in the windows? 8. What does air conditioning do to the air? 9. Why did travelers like the train? 10. What were the cars built of?

3. *Drawing conclusions*

Which of these sentences are true?

1. A traveler on a modern train can keep cleaner than a traveler could on the older trains. 2. Streamlined trains have made travel more expensive. 3. It takes more time now to travel from New York to Philadelphia by train than it did one hundred years ago. 4. Safety in railroad travel has been increased by increasing the speed with which the trains travel. 5. The railroads had to build better trains in order to keep their passenger business. (True: 1, 5.)

4. *Selecting material read*

Find the paragraphs that answer these questions:

1. What colors are streamlined trains painted? 2. In what ways are streamlined trains more comfortable than older trains? 3. How have the railroads improved their older trains? 4. What are some of the conveniences on streamlined trains? 5. How fast do streamlined trains go?

5. *Remembering ideas*

Suppose you wanted to tell someone what the first streamlined train was like. Find the paragraphs that give ideas you would need to remember for this purpose.

TRAVELING HOUSES

TRAVEL BY BUS

pages 346-355

A. *Introducing the Stories*

Raise and discuss the following questions:

1. Have you ever seen the inside of an auto trailer? Why do you think some people travel on trailers instead of on trains? 2. Have you ever taken a trip on a bus? Do you think it is more fun to travel on a bus than on a train? Why? 3. What are some of the uses of busses?

B. Introductory Reading of the Stories

These selections should be read silently. A suitable purpose is: *What are some of the advantages of traveling in trailers and busses?*

The following questions may be used for discussion subsequent to the reading:

Pages 346-347. 1. What must men know who plan and build trailers? 2. For what may the cushioned seats along the wall be used? 3. Where is the radio built in the trailer?

Pages 348-349. 1. How is the trailer changed into bedrooms? 2. What provision is made for bathing? 3. Where do you find a dining table? 4. What kind of stove do you find? 5. Where are the food supplies kept? 6. How many rooms can be made from this large trailer?

Pages 350-351. 1. When do the children traveling in a trailer have opportunities to play? 2. When can the meals be prepared? 3. How can you talk with the driver of the car? 4. When it is necessary to get somewhere quickly, what is the best plan for driving? 5. What must be added to the equipment of a trailer if it is to be lived in all the time? 6. Why are some people traveling by trailer most of the time?

Pages 352-353. 1. In what state was the first bus run between two cities? 2. Why did people ride in this bus? 3. Where do we find bus lines now? 4. What provision is made for long-distance travelers in busses? 5. Why do some people who have their own cars travel in busses?

Pages 354-355. 1. What is a circular tour? 2. What has happened to electric trolley lines in many cities? 3. To whom are the old streetcars sometimes sold? 4. For what are busses used out in the country by boys and girls? 5. How do school busses get the boys and girls from their homes to the school-houses? 6. Why are busses and trailers called the babies of the transportation family?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. What did you learn about trailers that makes you want to travel in one? 2. What have you read about busses that makes you hope to use that method of travel in preference to train travel? 3. What have you learned about these two ways to see our country that you did not know before reading these lessons? 4. What advantages does travel by trailer or by bus have over travel by train? 5. What advantages does travel by train have over travel by bus, or by trailer?

Other Activities: 1. Make a list of the hidden conveniences to be found in a trailer. This will help start the list: (a) For beds, the tops of couches are turned over. 2. Plan a trip by bus to some near point of interest. 3. Write to bus companies for advertisements of trips by bus. 4. If possible, take an excursion to a garage to see a trailer.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

1. In what ways is a trailer a magic house? 2. How can a trip in a trailer be more enjoyable than a trip in a train? 3. How much mileage in the United States is covered by busses? 4. In what way is travel by bus more convenient than traveling in your own automobile? 5. What effect have busses had on the use of streetcars? 6. How are busses used for schools?

2. *Reading for details* (Using pages 352-354)

1. Where was the first trip by bus made? 2. Is travel by bus expensive? 3. How many passengers do busses carry each year? 4. To what unusual places can busses take you in Colorado? 5. Where is Boulder Dam? 6. What is now doing the work that streetcars once did? 7. What did the streetcar companies do with their tracks? 8. Why are electric railways being built in Brazil? 9. To whom did the streetcar companies sell their cars? 10. How do many children travel to school?

3. *Drawing conclusions*

Which sentences are true?

1. A family of four or five people can travel a long distance by trailer with less expense than it can by train.
 2. For the same cost, a family of four or five people can travel farther by trailer and can see more of the country than they can traveling by train.
 3. In a trailer, people have all the comforts of a home.
 4. A family can travel by bus for less money than it can travel by trailer.
 5. More people travel by trailer than by bus.
- (True: 1, 2.)

4. *Locating information*

Here is part of the index of a book on transportation in America:

Transportation, animals used in, 14;
 automobile as a factor in, 20-21; by
 water, 18; cost of, 17, 20, 23; increase
 in, 24; in earliest times, 14-15; influ-
 ence of electricity upon, 19-20; in-
 fluence of inventions upon, 22.

On what pages would you look to try to find answers to these questions?

1. What has the automobile done for transportation?
2. How did people travel in colonial times?
3. Do American people travel more than they used to?
4. What is the cheapest means of travel?
5. How have inventions changed methods of travel?

5. *Selecting material read*

Find paragraphs that answer these questions:

1. What place is provided to keep books and maps in a trailer?
2. How may the bedroom in a trailer be changed into a living room?
3. How extensive is travel by bus?
4. To what points of interest could you go by bus in Arizona?
5. How do busses help country boys and girls?

6. *Organizing ideas*

Pages 353-355 tell ways in which busses are used. Pupils may fill in this skeleton outline:

WAYS IN WHICH BUSES ARE USED

- I. Traveling on regular routes
- II.
- III.
- IV.
- V.

THE GLORY OF SHIPS AN AMERICAN PASSENGER LINER

pages 356-364

A. Introducing the Story

Have the poem read aloud. Raise the following questions:

1. What do the last two lines of the poem mean?
2. What stories have you read about ships at sea?
3. How do you think the ship in the picture would differ from a modern ocean liner, or steamship?
4. What are some of the interesting things on a large ocean liner? (Perhaps this story will tell you.)
5. How many names of ocean liners do you know?

B. Introductory Reading of the Story

The story should be read silently. A suggested purpose is: *What are some of the things that one can do on a modern ocean liner?*

The following questions may be used for discussion subsequent to the reading:

- Page 357.**
1. How are the decks of a liner marked?
 2. How many decks are there on the largest ships?
 3. Where are the portholes found?
 4. For what is the bottom part of the ship used?
 5. Where are the engines located?

Pages 358-359. 1. When you go up the gangplank to the ship, on what deck are you likely to find yourself first? 2. What do you find on "C" deck? 3. Where are "B" and "A" decks? 4. What are found on the boat deck? 5. How many people are carried by the largest ships? 6. Where are the cabins for the officers? 7. How is the news for the ship's newspaper obtained? 8. On which deck do passengers play out-of-door games?

Pages 360-361. 1. If you want to sit where you can look out over the ocean best, on what deck would you sit? 2. What part of an approaching ship do you see first? 3. On which deck do people dance out-of-doors? 4. For what is the captain's bridge used? 5. What will you find in the wheelhouse? How is the steering gear worked?

Pages 362-363. 1. How can you find out the speed of the ship? 2. How is a large liner like a hotel? 3. What equipment is found in the gymnasium? 4. What equipment is found in the children's playroom? 5. How are dogs cared for on the ship? 6. What kind of beds were found in the older steamships? What conveniences are found in staterooms of the newest liners?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. In what ways is travel on the sea more comfortable than it once was? 2. What reasons do you have for thinking that travel on the sea is safer than it once was?

Other Activities: 1. Write to steamship companies asking for folders, pamphlets, and pictures about ocean voyages. 2. Find out what different kinds of ships are used for ocean travel. 3. Find out the cost of a voyage from New York to some city in France or England. What do "first class," "second class," "cabin class" mean?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. The largest ocean liners have several decks. 2. The cargo of the ship is carried on the top deck. 3. Lifeboats are carried

in order to provide a way for people to escape from the ship if it is wrecked. 4. Games are played on the boat deck. 5. The deck called "A deck" is used for dancing and steamer chairs. 6. The steering of the ship is done on the top deck. 7. On a modern liner there are many forms of entertainment. 8. A large liner contains a playroom for children. 9. A modern liner is as comfortable as a first-class hotel. 10. No provision is made on the best ships for carrying pets. (True: 1, 3, 4, 5, 7, 8, 9.)

2. *Reading for details* (Using pages 357-359)

1. How many decks are on the largest ships? 2. What are portholes? 3. Why do portholes often have to be closed? 4. Where are the kitchens, or galleys, on a ship? 5. What is usually the name of the highest deck that runs the full length of the ship? 6. How many lifeboats are carried on a ship? 7. About how many people can the largest ships carry? 8. Where are the officers' cabins? 9. What games are played on the boat deck? 10. Why is the boat deck a good place for steamer chairs?

3. *Drawing conclusions*

Which sentences are not true?

1. An ocean liner travels faster than a streamlined train. 2. Traveling on an ocean liner is more comfortable than it once was. 3. In taking an ocean voyage on a large liner, a person can do nothing but loaf his time away. 4. All the food served on a liner is cooked before it is taken on the boat. 5. The largest ships do not need to carry more than twenty lifeboats. (True: 2.)

4. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. How can people on a large ship amuse themselves? 2. How does an ocean liner provide for the safety of its passengers? 3. Where do the men who work on the ship live during a voyage? 4. How is an ocean liner steered? 5. How are staterooms furnished?

5. *Organizing ideas*

The last paragraph on page 363 tells how a stateroom on an ocean liner is furnished. Pupils may fill in this skeleton outline:

FURNISHINGS OF A STATEROOM

- I. Beds
- II.
- III.
- IV.
- V.
- VI.

6. *Remembering ideas*

Suppose you wished to tell a friend what each deck on a liner is used for. Find the paragraphs that tell ideas you would need to remember.

**THE GIANT BIRD, THE FIRST FLIGHT OF THE
CHINA CLIPPER, THE ZEPPELIN, AND
THE GRAF ZEPPELIN**

pages 365-380

Have the poem read aloud. Give opportunity for pupils to make comments and raise questions, but do not quiz. The following questions are appropriate:

1. What is the Giant Bird?
2. Who wrote the poem? (Children in an elementary school.)

Encourage pupils to read aloud other poems they know about airplanes. Encourage pupils also to write poems of their own about airplanes or airships, and to read them to the class.

A. Introducing the Stories

Raise and discuss the following questions:

1. What is a seaplane? How does it travel? 2. What is the name of a famous seaplane? (China Clipper.) 3. What did the China Clipper do? 4. What do you suppose its first trip was like? (Perhaps these stories will tell you.) 5. What have you heard about the Graf Zeppelin? What do you suppose it did? (Perhaps these stories will tell you.)

B. Introductory Reading of the Stories

The reading of these selections should be done in two divisions. The first division ends on page 371. This material should be read silently. A suitable purpose is: *What was the route of the China Clipper's first trip?*

The following questions may be used for discussion:

Pages 366-367. 1. On what date did the China Clipper's first flight begin? Where did she start from? 2. What cargo did the China Clipper carry? 3. Why had the old-fashioned sailing ship come to San Francisco? 4. How did the China Clipper begin her flight? 5. What encouraging messages did the fliers receive? 6. How did the mileage covered in the first five hours compare with that of the fastest sailing vessel ever built?

Pages 368-369. 1. How long did it take the China Clipper to get to Honolulu? 2. What welcome did the Hawaiians give the crew? 3. Why were the Hawaiians pleased with the success of the flight? 4. What additions were made to the crew and cargo at Honolulu? 5. What made this a real adventure for some of the fourteen passengers taken on at Honolulu? 6. What made the second lap, or part, of the voyage so interesting? 7. How much time did the third lap of the flight take? 8. Where did the flyers spend Thanksgiving Day?

Pages 370-371. 1. What was the length of the last lap of the flight? 2. Why did the Clipper fly so high? 3. At what time did the flight end? 4. How was the success of the flight celebrated?

5. How much time did it take for the Clipper to return to Alameda?

Have the poem on page 373 read aloud. These questions might be used in a brief informal discussion:

1. What does the author think a Zeppelin looks like? 2. What kind of fish do you think it looks like?

The second division of the stories begins on page 374. A suitable purpose for silent reading of this material is: *What made the Graf Zeppelin a famous ship?*

The following questions are suggested for discussion:

Pages 374-375. 1. What is a dirigible? 2. How are airplanes and dirigibles alike? 3. What makes an airplane stay in the air? 4. Why does a dirigible balloon float in the air? 5. Why are airplanes more common than dirigibles? 6. Why is helium gas not used in all dirigibles?

Pages 376-377. 1. What people were on board when the Graf Zeppelin left Lakehurst on August 8, 1929? 2. On its trip around the world, what did the ship carry besides passengers? 3. How far did the Zeppelin travel on her trip around the world? 4. How long did it take to make this trip? How does this trip compare in time and distance with the trip around the world by Magellan's ship? 5. Compare the trip of the Zeppelin around the world with that made in a plane by Howard Hughes and his men in 1938. 6. What did the Graf Zeppelin do after returning to Germany?

Pages 378-379. 1. Why could the Graf Zeppelin not land in Pernambuco during one of her flights? 2. To whom was a message sent for supplies? 3. How were the supplies taken from the ship into the Graf Zeppelin? 4. What made it possible for the Graf Zeppelin to tie up to the mooring mast?

Page 380. 1. During eight years how far did the Graf Zeppelin travel? 2. How many accidents did she have?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. What did the first flight of the China Clipper and the flights of the Graf Zeppelin show about travel by air? 2. Do you think travel by air will become common? Will most of the ships that carry passengers be big airplanes, seaplanes, or dirigibles? 3. Why is it important for us to develop a safe means of travel by air?

Other Activities: 1. On an outline map of the world, trace the first flight of the China Clipper. Trace also the trip around the world made by the Graf Zeppelin. 2. Compare the advantages and disadvantages of travel in a dirigible, in a seaplane, and in a large airplane. 3. Find other stories about travel in the air and read them aloud to your classmates.

D. Rereading the Stories for Specific Purposes**1. *Getting the main ideas***

Which sentences are true?

1. The China Clipper can fly through the air and travel on the water. 2. The China Clipper travels at a high rate of speed. 3. The Clipper does not travel quite as fast as an ocean liner. 4. The achievement of the China Clipper showed that passengers and mail could be taken long distances in shorter time than was done before. 5. On her first voyage, the China Clipper made four stops before reaching Manila. 6. Dirigibles are kept up in the air by means of a big bag filled with gas. 7. The Graf Zeppelin made a trip around the world. 8. The Graf Zeppelin made regular trips from Germany to South America. 9. In her trip to Japan, the Graf Zeppelin made only one stop. (True: 1, 2, 4, 6, 7, 8, 9.)

2. *Reading for details* (Using pages 366-375)

1. Where did the China Clipper start its first trip? 2. How large was her crew? 3. How does the Clipper usually fly? 4. When was the first message sent back to land? 5. Where was the first stop of the Clipper? 6. What went out to sea to meet her? 7. Where is Midway Island? 8. Where did the fliers eat

Thanksgiving dinner? 9. What gas do most dirigibles have to use? 10. What is unsafe about this gas? 11. Why do not most dirigibles use helium?

3. *Drawing conclusions*

Which sentences are true?

1. The China Clipper is faster than the fastest ocean liner.
2. The Graf Zeppelin carried a bigger load on her trip around the world than the China Clipper carried on her first voyage. 3. Both a clipper ship and a dirigible start from the water. 4. In traveling over water, a clipper ship would be safer than a dirigible if it were forced down. (True: 1, 2, 4.)

4. *Locating information*

What words would you look for in the index of a book to find answers to these questions?

1. How is a *Zeppelin* moored to its mast? 2. What have *clipper ships* done for travel by air? 3. What are the dangers of travel by *dirigibles*? 4. What use does the government make of *dirigibles*? 5. Where does *helium* come from?

5. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. What is the difference between a clipper ship and a dirigible?
2. How was the China Clipper greeted at the places it stopped?
3. Where did the Graf Zeppelin stop on her trip around the world?
4. How did the Graf Zeppelin get supplies from a ship at sea?
5. How safe was the Graf Zeppelin?

6. *Organizing ideas*

Arrange these events in the order that they happened:

1. The China Clipper stopped at Midway Island. 2. The Clipper landed at Alameda. 3. The clipper ship was greeted at Honolulu. 4. The China Clipper left Alameda on November 22, 1935. 5. The ship flew under the new bridge at San Francisco. 6. A message was sent from the ship to Alameda. 7. The fliers ate Thanksgiving dinner at Guam. 8. The ship landed at

Manila. 9. The crew sighted the President Hayes. (Correct order: 4, 5, 6, 3, 1, 7, 8, 9, 2.)

7. *Remembering ideas*

Find the paragraphs that give ideas you would need to remember in order to tell about the Graf Zeppelin's trip around the world.

IT WILL HAPPEN SOON

pages 381-397

A. Introducing the Story

Raise and discuss the following questions briefly:

1. What do you think the greatest improvements in travel have been? 2. What improvements do you think will be made in the future? 3. What is the fastest way to get to Europe now? Is it safe? 4. Do you think the time will come when it will be just as common for people to fly to Europe as it is to go by ocean liner now? 5. What do you think the airships will be like then? How fast do you think they will travel? (Perhaps this story will tell you.)

B. Introductory Reading of the Story

This story should be read silently in two parts. The first part ends on page 389. A suitable purpose for reading this section is: *What different ways will there be of traveling to Europe?*

The following questions are suggested for discussion:

Page 381. 1. What is the name of the imaginary airplane?
2. To what city is the airplane going?

Pages 382-383. 1. What cargo does the Night Mail carry?
2. How long will it take the ocean liner to go to England? What is its cargo? 3. How long will it take the dirigible to cross to Europe? 4. Why do passengers choose to go on the dirigible? 5. How long will it take the airplane to cross the Atlantic? 6. Are passports necessary? Why?

Pages 384-385. 1. How many passengers are on board the airplane? 2. From where do the radio reports come? 3. Where and how often are weather reports made? 4. What advantage has this skipper that Lindbergh could not have?

Pages 386-387. 1. Why can the passengers not hear the engine? 2. How are signals sent to the airplane from the ground? 3. What sensations do we have as the airplane takes off? 4. By what famous fliers was the same course traveled? Why?

Pages 388-389. 1. What are the duties of the steward? 2. Where is the Zeppelin going? 3. Why does the airplane avoid the storm center?

The second division of the story may be read silently. A suitable purpose is: *What will the new giant airplanes be like?*

Page 389. 1. Where does the guide first take the passengers? What do they see?

Pages 390-391. 1. Why is the navigator the busiest man on board? 2. Where does the engineer work? 3. How many pilots are there? What equipment is provided for them? What is the automatic pilot?

Pages 392-393. 1. What happened when the airplane was over Newfoundland? 2. From what broadcasting stations did the programs come? 3. What is the difference in time between New York and Newfoundland? 4. What did the icebergs look like?

Pages 394-395. 1. What was served for breakfast? By whom? 2. What shore is seen first?

Pages 396-397. 1. What sea is seen? 2. How and where will the airplane land? 3. As it lands, what does the flying machine become? 4. How long will it take the airplane to go to Calcutta? How long will it take the airplane to go around the world?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. When do you suppose this story may come to be a true story of transportation? 2. Why do you suppose the authors wrote this story? 3. What changes would these improvements make in travel? What changes would they make in our relations with foreign countries?

Other Activities: 1. Have pupils list the things they find in this selection that are not yet true with our present methods of transportation. This will help start the list: (a) The letters that were mailed in New York one day will be carried by airplane and delivered in England the next day. 2. Try to find out what is being done to try to improve travel by air. Write to the Bureau of Air Commerce in Washington, D.C., and to some of the chief air lines.

D. Rereading the Story for Specific Purposes

1. Getting the main ideas

1. What will the giant airplanes carry besides passengers? 2. What will be the fastest way to travel to Europe? 3. Why will passengers travel on ocean liners? 4. What will the dirigibles carry? 5. What will be the most expensive way of traveling to Europe by air? 6. Why will passengers travel on dirigibles? 7. What will help to make travel by giant airplanes safe?

2. Reading for details (Using pages 382-384)

1. How much will the Night Mail weigh when loaded? 2. What kind of stamp will be used on the letters it carries? 3. How long will it take the dirigible to get to Europe? 4. Why will so much more mail be carried on the dirigible than on the giant airplane? 5. How many people will the dirigible carry? 6. What will some of the dirigible passengers do when they reach England? 7. Where will these airplanes come from? 8. What will every passenger on the giant plane carry? 9. How many people will travel on the giant airplane? 10. How high will the fast-moving planes fly?

3. Drawing conclusions

Which of these sentences are true?

1. Giant planes will carry heavier loads than dirigibles. 2. Some day travel to Europe by air will be as common as travel by ocean liners is today. 3. Radio reports will help to provide safety in traveling on the giant airplanes. 4. The giant planes

will travel on a longer course to Europe than will the dirigibles.

5. Giant planes will be in danger of running into icebergs. (True: 1, 2, 3.)

4. *Selecting material read*

Find the paragraphs that answer these questions:

1. What will be the difference between the cargo of the giant planes and the cargo of the dirigibles? 2. Why will passports have been done away with? 3. What information will the future fliers have that pilots who first flew across the ocean did not have? 4. What are the duties of the steward? 5. What is in the radio room?

5. *Organizing ideas*

Have pupils fill in this skeleton outline:

WAYS PEOPLE WILL TRAVEL TO EUROPE

- I.
- II.
- III.

6. *Remembering ideas*

Suppose you want to tell someone how the giant airplanes will be operated. Find the paragraphs that give ideas you will need to remember.

V. SUGGESTED ACTIVITIES FOR THE UNIT AS A WHOLE

1. Make a portfolio or record book on *Transportation*. By means of pictures, clippings, and stories that you write, show the history of travel.

2. Find out how people travel in a primitive civilization today. Start with the South Sea Islands.

3. Find out what some of the inventions are that have helped to make travel faster, more comfortable, or safer. Look in books about inventions.

4. Find out what persons, by their inventions, have done most for the development of transportation.

5. Find out how important the wheel has been in making modern means of travel possible. Use the encyclopedia and some of the books listed at the close of the unit.

6. Plan to give a dramatization or pageant on the history of travel.

7. Find persons in the community who have traveled in covered wagons, in old-fashioned trains, or on old sailing ships. Ask them to tell you about their experiences, and report to the class what you learn.

VI. A WRITTEN TEST ON BASAL CONCEPTS

1. Has travel become slower or speedier?
2. How has travel by train improved?
3. Why do people travel in trailers?
4. How has travel on the water improved?
5. In what ways does travel on a streamlined train differ from travel on a bus?
6. Why would people sometimes rather travel on a bus than on a streamlined train?
7. How are busses used to help schools?
8. In what ways is travel by ocean liner comfortable?
9. How did people travel on land before there were trains?
10. Why is it important to make travel speedier than it is?
11. Have most of the improvements in travel increased speed of travel or safety of travel?
12. What contribution did the China Clipper make to the development of travel?
13. In what ways do you expect means of transportation to improve?

UNIT SIX

CONSERVING OUR NATURAL WEALTH

I. PURPOSE OF THE UNIT

To give children an understanding of the great need for conserving our forests, soil, and wild life, and to stimulate them to do what they can to aid in this conservation.

II. PREPARATION FOR READING THE UNIT

(The Reading-Readiness Approach)

A. Basal Concepts to be Developed

These concepts are developed through the use of the pictures and informal discussion before the reading is done.

- | | |
|------------------------------|-------------------------------|
| 1. What forests are | 13. How erosion by water is |
| 2. What forest fires do | stopped |
| 3. What a lookout tower is | 14. What dust storms are |
| 4. What logging is | 15. Why dust storms are harm- |
| 5. How forests are replanted | ful to soil |
| 6. How forests are destroyed | 16. What strip farming is |
| 7. What our natural wealth | 17. What contour terraces are |
| is | 18. What contour plowing is |
| 8. Why forests are valuable | 19. How erosion by wind is |
| 9. What erosion is | stopped |
| 10. What causes erosion | 20. What game refuges are |
| 11. What water does to a | 21. How refuges conserve wild |
| hillside | life |
| 12. What deep gullies are | |

B. Oral Vocabulary to be Used and Understood During the Discussion

natural wealth
natural resources
conservation

contour
restoration
gully

terracing
check dams
wind erosion

lookout	water erosion	dust storm
soil	logging	contour plowing
terraces	replanting	wild life
refuges	strip cropping	game

C. Suggested Questions for Discussion

Introductory Discussion

1. What is the title of the unit? What does it mean to you? (Through discussions pupils should come to understand that the natural wealth of our country consists of such things as its soil, forests, rivers, lakes, minerals, scenery, wild life, and human life. They should also learn that conserving natural wealth means not only saving it and using it wisely and carefully, but also restoring or replacing it, if possible, as fast as it is used up. This unit deals principally with conservation of forests, soil, and wild life.)
2. What do you see in the picture? (Forest and deer.) Can you think of any reasons why these should be conserved?
3. Look at the picture on page 400. Why are streams valuable? (They are our natural drainage system. They contain fish which we enjoy catching and using as food. They furnish power for making electricity. They furnish cities and farms with water, and they are used for transportation by boats.)
4. In what ways does the running water of streams wear away soil? (As the water moves along, it loosens particles of the soil and carries them away.)

Picture No. 1. Building a road through a dense forest.

1. Why is it necessary to have roads through large forests? (They are necessary for hauling trees from the forest. You can see in the picture how this work is done. They are also necessary for hurrying fire-fighting equipment to places where forest fires have broken out. Some roads are necessary as a means of getting through forests to places beyond them. (Forest roads make it possible for many people to enjoy the beauty of our forests.)
2. In what way may roads help in fighting forest fires?
3. Do you know how much forest land there is in our country? (More than 500,000 square miles. Pupils might compare this area with the size of their own state and neighboring states.)
4. In what

ways are forests useful? (Furnish wood for lumber, fuel, paper-making, and hundreds of other less important uses. Forests furnish homes for wild animals and birds. Forests help to prevent floods by holding back water which would rapidly run into streams. The roots of standing trees prevent the soil from being quickly washed away.)

Picture No. 2. A forest fire and a ruined forest.

1. What ruined the forest? (Fire.) 2. Is the wood that remains valuable? (Only for fuel. There is nothing left that will make lumber. Charred or partly burned trees cannot be used for papermaking. Wood alcohol can be taken from wood like this, but only in very small amounts.) 3. Do you see the forest fire in the small picture? (The smoke is so thick that the flames are hidden.) 4. What is the man doing? (He is using a spade to clear away the dry leaves to keep the fire from spreading over the ground.) 5. What else do men do to fight forest fires? (Sometimes, to keep the fire from spreading, they clear away a wide strip of timber around the place where the fire is burning. Sometimes, if the fire is small, they put the flames out with water or wet sacks.) 6. In what other ways may forests be destroyed? (By disease, and by men who, in cutting logs from the forests, carelessly destroy the young trees.)

Picture No. 3. A lookout tower.

1. Why are lookout towers necessary in protecting forests? (A forest fire that is reached when it is starting, can often be stopped before it has spread over a large space. Lookouts are necessary for locating fires when they first start.) 2. Why are they built on high hills? (To give the men who are watching the forests a good view of the forests.) 3. What other kinds of towers have you seen? 4. What is the man doing? (He is looking over the forests with a pair of field glasses.) 5. What is the lower part of the lookout used for? (Living quarters for the man.) 6. Why does the upper part have so many windows? (When the weather is bad, the man must have shelter. Then he stays inside and watches through the windows for fires.) 7. What would be done



Ewing Galloway

1. *Building a road through a dense forest.*

Why is it necessary to have roads through large forests? In what way may roads help in fighting forest fires?



Photo by U.S. Forest Service

2. A forest fire and a ruined forest.



3. A lookout tower.



What destroyed the forest above? In what other ways may forests be destroyed?

Why are lookout towers necessary in protecting forests? Why are they built on high hills? What other kinds of towers have you seen?



Photo by U.S. Forest Service

4. *See what logging and fire have done to this forest!*

5. *Replanting a ruined forest.*

Ewing Galloway

For what purpose are trees cut down, or logged? How have our forests been wasted through careless logging?

These men are planting small trees or seedlings. Why should forests be protected and restored? Taking care of forests is one kind of conservation.





Courtesy of U.S. Dept. of Agriculture

6. Gullies made by water erosion.

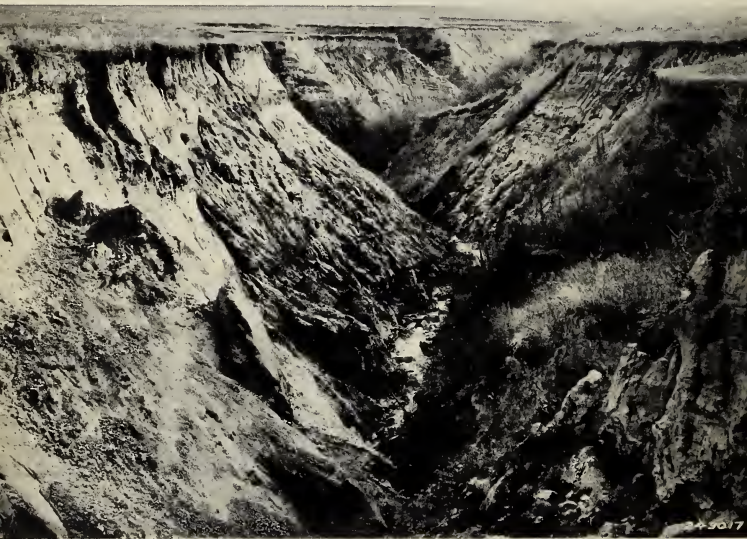


Photo by U.S. Forest Service

7. Deep gully erosion.

In which field will water cut gullies more easily, in a field covered with grass or trees, or in one that is bare?



Authenticated News

8. Check dams built to stop gully erosion.



Courtesy of U.S. Dept. of Agriculture

9. A dust storm.

How will check dams help to keep soil from washing away? How does brush in the gullies help? How would trees help?

Dust storms are caused by wind erosion. Grass and trees prevent wind erosion.



Courtesy of U.S. Dept. of Agriculture

10. *Strip cropping, corn and alfalfa.*

Why is this kind of planting called strip cropping? The strips run around the hill and not up and down it, so we say they follow the contour of the hill.



Acme

11. *Contour terraces to keep water from running off.*



Courtesy of U.S. Dept. of Agriculture

12. *Water and snow held by contour plowing and terracing.*

Why are the ridges in the large terraces covered with grass? How do terraces prevent the soil from washing away?



Gendreau

13. *Water fowl refuges — conservation of bird life.*



14. *Protecting birds in winter.*

Wisconsin Conservation Department



In refuges wild animals are safe from hunters. Why is it necessary to have refuges for wild animals? In what other ways does the government protect wild animals?

Why is winter feeding of wild animals sometimes necessary? What wild animals do you feed in winter?

if the man were to see a forest fire? (He would telephone all the men who work near-by in the forests. The men, working together, would try to put the fire out.)

Picture No. 4. See what logging and fire have done to this forest!

1. For what purpose are trees cut down, or logged? (Large trees are cut to be sawed into lumber. Smaller ones are cut for papermaking. Millions of small trees are cut just before Christmas every year to be used for Christmas trees.) 2. How do you know that trees have been cut from this land? (Stumps remain.) 3. How have our forests been wasted through careless logging? (No care is taken to keep small trees from being killed or broken as the large trees are cut down and hauled away. Branches that are cut from the large trees are left scattered about. These scattered branches catch fire easily and cause fires to spread rapidly.)

Picture No. 5. Replanting a ruined forest.

1. What are the men doing? (Setting out young trees on land where once a forest stood.) 2. What is this kind of work called? (Forest restoration.) 3. Why is it necessary that our forests be protected and restored? (We are using up our forests too fast. Something must be done to grow as many new trees every year as we cut. This can be done only by continually protecting our young growing trees and by planting new ones every year.) 4. What is the work of caring for our forests called? (Read legend at left of picture.) 5. Where do the men get young trees for planting? (Some men are hired to plant billions of tree seeds every year. The seeds are planted in beds like flower seedbeds. When the young trees come up and get to be several inches high, they are taken from the beds and planted where they can grow to be large trees. By the man's left foot is a bag filled with young trees or seedlings.)

Pictures Nos. 6 and 7. Gullies made by water erosion, and Deep gully erosion.

1. What is the meaning of erosion? (It means the wearing away of soil and rocks.) 2. What is one important way that soil is

eroded, that is, loosened and carried away? (By running water, especially by water that runs rapidly.) 3. In which field will water cut gullies more easily, in a field covered with grass or trees, or in one that is bare? Why? (In a field that is bare. The roots of trees and grass and the stems of grass help to keep the water from running rapidly and cutting gullies by loosening some of the soil and carrying it away.) 4. Why does erosion of soil by water damage a farm? (The water carries off some of the top soil and cuts gullies in the land. Gullies make the land too rough to be easily farmed, and the lack of topsoil keeps crops from growing well. The greatest damage is caused by the water carrying away the topsoil.) 5. What may finally happen to land if gullies become deeper and deeper? (Picture No. 7 shows what may finally happen to the land shown in Picture No. 6.) 6. Do you know how gully erosion may be stopped? (See next picture.)

Picture No. 8. Check dams built to stop gully erosion.

1. How will check dams help to keep soil from washing away? (Dams are built a few yards apart across the gullies. They prevent the water from running rapidly enough to erode, or wash away the soil. As the water is held back by the dams, much of it sinks into the soil. Moisture in the soil causes grass and weeds to grow. The roots of these plants help to prevent erosion.) 2. How does brush in the gullies help? (It helps to keep water from flowing rapidly enough through the gullies to erode the soil.) 3. How would trees help? (Their roots in the soil would help hold the soil in place and partly prevent erosion.) 4. What are the men in the picture doing? (They are probably studying the effect that the check dams and brush have had on soil erosion on this hillside.) 5. In what way can the things they learn be useful in conserving soil? (If they find a good way to prevent soil erosion here, the method can be used in other places.)

Picture No. 9. A dust storm.

1. What is a dust storm? (A rapidly moving wind which is loaded with dust.) 2. Do you think a rapidly moving wind can erode soil? Why? 3. What can be done to prevent wind erosion?

(Having grass, weeds, and trees growing on the ground is the best way to prevent wind erosion. Farmers have found that plowing their fields so as to leave fairly deep furrows and ridges across the fields helps prevent wind erosion.) 4. Do you know what part of our country is known as the dust bowl? (Roughly it includes the western parts of North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, and Texas, and the eastern parts of Montana, Wyoming, Colorado, and New Mexico.) 5. Do dust storms like this one frequently occur in the dust bowl? (In the spring months they occur frequently. They are not particularly uncommon in any season.) 6. How can people and animals live where dust storms like this one are frequent? (The dust bowl is unhealthy. Many farmers have left their farms and gone elsewhere. The farm you see in the picture is deserted.)

Picture No. 10. Strip-cropping corn and alfalfa.

1. Why is this kind of planting called strip-cropping? (The plants are planted in strips across the field.) 2. Why do we say the strips follow the contour? (Read legend below the picture.) 3. Why do some people plant crops in strips that follow the contour of the land? (This kind of planting helps to prevent water and wind erosion.) 4. How does it help prevent wind and water erosion? (The rows and ridges run around the hills instead of up and down them. Water running down the hills is slowed up. It cannot follow the furrows and make gullies. The growing crops cover the land so well that the wind cannot blow the dirt away.)

Pictures Nos. 11 and 12. Contour terraces to keep water from running off; and Water and snow held by contour plowing and terracing.

1. Do you see the terraces in the pictures? (The long, winding ridges in Picture No. 11 and the furrows and ridges in Picture No. 12 are terraces.) 2. How do these terraces keep the water from running off? (The terraces act as dams and hold the water back until it sinks into the soil.) 3. What advantage besides preventing water erosion do terraces give the farmer? (The terraces hold the water back and cause it to sink into the soil. The water will later be used by growing crops.)

Picture No. 13. Waterfowl refuges — conservation of bird life.

1. Why is it necessary to have refuges for wild animals? (Both wild birds and wild animals need places to go where they will be safe from hunters. In these places they can raise their young. If there were enough refuges in the country, there would be no danger of our wild life disappearing.) 2. In what way does the government protect wild animals? (*a.* By allowing people to kill them only in certain seasons. *b.* By establishing game refuges. There were 231 refuges in the country at the end of 1937 that were looked after by the United States Government. There are more than seven million acres of land in these refuges or preserves. States and cities have also established game preserves. *c.* By feeding and caring for game birds and animals in winter.) 3. What sign do you see in the picture? (It is a marker to show hunters that the land shown in the picture is a game refuge. No one is allowed to hunt or disturb birds and animals in a refuge.) 4. What does the small picture show? (Wild water birds in a game preserve.) 5. Do you think game refuges are good things? Why?

Picture No. 14. Protecting birds in winter.

1. Why is winter feeding of wild animals and birds sometimes necessary? (When snow and ice cover the ground, animals and birds sometimes find it very difficult to get food in the natural way. During such times many of them starve. Feeding will save many of them.) 2. Do you think this feeding place was hard to build? (No. A rude shelter with something to keep out the wind on three sides is all that was needed.) 3. What was used in the picture for windbreaks? (Stalks of corn. These are better than lumber. Wild life is less afraid of leaves and stalks than of lumber.) 4. What do you suppose is in the box under the shelter? (Grain and meat scraps.) 5. How can the birds get them? (The food falls out of the box into the troughs at the bottom. The birds can then get it.) 6. Is a feedbox like this necessary? (No. The food can be scattered on the ground or placed in shallow pans. Birds will not fly down into deep pans.) 7. Would you like to build a shelter and a feeding place for birds? Why?

D. Suggested Group Activities for Optional Use

1. Visit a farm if convenient where terracing has been done or where strip-cropping is practiced and see how these methods prevent water erosion.

2. Write to the United States Biological Survey at Washington, D.C., and ask for free bulletins that tell about game preserves.

3. On an outline map of the United States, shade the area that is known as the Dust Bowl.

4. Find out what work forest rangers do.

5. Build a bird-feeding station outside a window of your classroom. Keep a little food in it and watch for the different kinds of birds that come there to feed. Notice how many more birds come to your feeding place when snow is on the ground than at other times.

6. Visit a valley at the foot of a steep hillside just after a rain and notice how much fresh soil has been brought to the valley. Also trace the course of a short gully and look for signs of recent erosion.

III. ADAPTABILITY OF SELECTIONS IN THE UNIT FOR USE IN THE DEVELOPMENT OF IMPORTANT READING HABITS AND SKILLS

A. Order of Selections in the Unit

1. A Land of Plenty, and The Story of the Lost Forest, pages 401-414

2. The Forest Ranger's Work, and The Airplane in Conservation, pages 416-429

3. Christmas Trees, and The School Children's Forest, pages 431-436

4. Paul Bunyan Legends, and In the Winter of the Blue Snow, pages 437-450

5. Soil Conservation, and Guarding Our Wealth, pages 451-460

B. Classification of Selections

The following chart indicates which selections are best suited for use in developing a given reading habit or skill:

READING HABITS AND SKILLS	SELECTIONS				
	1	2	3	4	5
1. Getting the main ideas.....	x	x	x	x	x
2. Reading for details.....	x	x	x	x	x
3. Drawing conclusions.....	x	x	x		x
4. Locating information.....		x			x
5. Selecting material read.....	x	x	x	x	x
6. Organizing ideas.....	x	x	x	x	x
7. Remembering ideas.....	x	x			x
8. Oral reading.....	x			x	

IV. TEACHING THE INDIVIDUAL SELECTIONS**A LAND OF PLENTY****THE STORY OF THE LOST FOREST**

pages 401-414

A. Introducing the Story

Have one or more pupils read *A Land of Plenty* aloud. Discuss these questions:

1. What kind of country did early settlers in America find?
2. What made them think of conserving the forests? What did they do about it?
3. What do you suppose a forest is like when it has not been harmed by fire or man? How do you think fire and men harm forests? (Perhaps this story will tell you.)

B. Introductory Reading of the Story

For some classes, this selection may need to be divided into two parts. In any case, the entire selection or its parts

should be read silently. A suitable purpose for the entire story is: *What things are harmful to forests?* A suggested purpose for the first part which ends on page 409 is as follows: *How did the forest save the deer from disease?*

The following questions are suggested for discussion:

Page 403. 1. Where was Lost Forest? 2. How would you describe it?

Pages 404-405. 1. How did Lost Forest look in May? 2. In what ways was it changed in October? 3. How did it look in winter? 4. How did Lost Forest use the porcupine to feed its deer?

Pages 406-407. 1. How did the deer feed in the swamp? 2. Why was it dangerous for so many deer to stay in the swamp? 3. Why did they stay in the swamp? 4. What happened in the swamp one night? 5. What did Lost Forest do to save the deer? 6. Did any deer stay in the swamp?

Pages 408-409. 1. What happened to the ones who stayed in the swamp? 2. What might have happened had they all stayed? 3. Which deer escaped from the wolves?

The second part of the story begins on page 409. A suggested purpose for silent reading of the rest of the story is: *How are fires and men harmful to forests?*

The following questions may be used for discussion:

Page 409. 1. What damage did the snowshoe rabbit do to the forest? 2. Did the rabbits do the forest any good?

Pages 410-411. 1. How did Lost Forest save the trees from the rabbits? 2. What other enemies did the trees have? 3. How was the forest saved from the insects? 4. Who came to Lost Forest in the spring? 5. What did they do?

Pages 412-414. 1. How did the forest look when the men had gone away? 2. How did the forest try to overcome the damage done by the men? 3. What careless thing did the hunter do in the forest? 4. What happened as a result of this carelessness? 5. Describe the terror of the animals in the forest fire. 6. What two things have destroyed many of our great forests of America?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What different enemies does a forest have? 2. In what ways can people be enemies to a forest? 3. What should people be particularly careful about whenever they are in a forest? 4. How can people help a tree to fight harmful insects?

Other Activities: 1. Find out what the government is doing to try to prevent forest fires. Write to the Department of Agriculture, Washington, D.C. 2. Find out what people in your town do to protect trees from insects.

D. Rereading the Story for Specific Purposes*1. Getting the main ideas*

1. In what ways was the forest a lost forest? 2. In what way did the same animals help others? 3. How was the danger from the rabbits removed? 4. How was the danger from the insects removed? 5. How did the men harm the forest? 6. How did the forest try to restore itself? 7. What finally destroyed the forest?

2. Reading for details

Choose the correct ending for each sentence:

1. Lost Forest was in the (west, north, south).
2. The porcupine fed upon (pine, spruce, hemlock).
3. In the winter the deer went (to the mountaintops, to the swamps, into the valleys).
4. The deer were frightened by (bears, wolves, wildcats).
5. The trees were saved from insects by (birds, hunters, rabbits).
6. Men came to the forest first in the (spring, winter, fall).
7. The forest fire was caused by (a campfire, an owl, a cigarette).

3. Drawing conclusions

Which of these sentences are true?

1. No one should ever build a fire in a forest.
2. When anyone builds a fire in a forest he should put it out before he leaves.
3. Birds help to protect the forest against some of its enemies.
4. Lumbermen should never cut down trees in a forest.
5. Rabbits may be both friends and enemies to a forest. (True: 2, 3, 5.)

4. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. How did the forest change with the change of the seasons?
2. How was the forest protected against different dangers?
3. How did the animals act while the forest burned?
4. What enemies did the forest have?
5. What friends did the forest have?

5. *Organizing ideas*

Pages 409-414 tell what the enemies of the forest did. Have pupils complete this skeleton outline:

HOW ENEMIES HARMED THE FOREST

- I. Killed the little trees
- II.
- III.
- IV.

6. *Remembering ideas*

Suppose you wanted to tell another class what enemies the Lost Forest had. Find the paragraphs that give the ideas you would need to remember.

THE FOREST RANGER'S WORK THE AIRPLANE IN CONSERVATION

pages 416-429

A. **Introducing the Stories**

Raise and discuss the following questions:

1. Have you ever heard of a forest ranger? What is his work?
2. What do you suppose are some of the things he does in taking care of our forests?
3. What use do you think he would make of an airplane? (These stories will tell you.)

B. **Introductory Reading of the Stories**

The reading of these stories should be broken into two divisions. The first division ends on page 420. A suitable

purpose for silent reading of this material is: *What are the different things that a forest ranger does?*

The following questions are suggested for discussion:

Pages 416-417. 1. Do you think the work of a forest ranger is easy? 2. Why must a forest ranger be quick to see things? 3. What is the meaning of the statement, "A forest ranger must be self-reliant"? 4. Name some of the things that a forest ranger must know. 5. What is the difference between the way cattle and the way sheep graze? What difference does this make to the forest ranger?

Pages 418-419. 1. To whom does our government sell trees in the national forests? 2. What are the duties of the ranger in protecting his forest from the lumberjacks? How does the ranger do this? 3. What are some of the different things a forest ranger must be able to do? 4. How does a ranger learn to do all these things? When was the first school for forest rangers started?

Page 420. 1. How many acres of land does a district ranger have charge of? 2. How do men get to be forest rangers? 3. What ways of travel are used by the rangers?

The second division begins on page 421. A satisfactory purpose for silent reading of this material is: *How are airplanes used to conserve our natural wealth?*

The following questions are suggested for discussion:

Page 421. 1. How had the sun affected the forest? 2. What did the ranger see from Harney Peak? 3. Where is this forest located?

Pages 422-423. 1. What is the most important work of the ranger? 2. In what other way has the government tried to protect the forests from fire? 3. What implements do the rangers use in fighting fires? 4. Why is a few minutes' time valuable in fighting forest fires? 5. What effect have automobiles had on forest conservation?

Pages 424-425. 1. How did the flying ranger first help in saving our forests? 2. After locating a fire how does the flying

ranger help in the fight? 3. What method does the flying ranger use in putting out the fire? 4. In what other way has the fire patrol helped.

Pages 426-427. 1. What effect does a forest fire have upon the ground? 2. What effect does the rain then have upon the soil? 3. What is the big problem after a forest fire? 4. Why is it such a task to replant a forest? 5. How has California solved the problem? 6. How did the grass prevent soil erosion?

Pages 428-429. 1. What pest in the Northwest was destroying the bean crop? 2. How did the government use planes to save the crops? 3. What other country has used the airplane to save their crops? How is California using the airplane to save the orange groves? 4. How are airplanes used in trying to control floods?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. What things does the forest ranger do to conserve forests? 2. What things should you be careful about whenever you are in a forest? 3. How is the government trying to conserve forests and other plant life?

Other Activities: 1. Find out more about what is done to the land on which a forest has burned. 2. Find out how airplanes are used in other ways to conserve natural wealth. Write to the Department of Agriculture, Washington, D.C. 3. Write out a list of rules to be followed when visiting a forest.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. A forest ranger has many duties to perform. 2. The forest rangers are employed by lumbering companies. 3. Forest rangers do more than fight fires. 4. Forest rangers use airplanes in fighting fires. 5. Airplanes are not used in restoring burned-over lands. 6. Forest rangers help to prevent soil erosion. 7. Airplanes are used to help control floods. (True: 1, 3, 4, 6, 7.)

2. *Reading for details* (Using pages 416-420)

1. Why must a forest ranger have a keen eye and a keen mind? 2. Why must he be able to depend upon himself? 3. Why do sheep and cattle have to be assigned to different grazing pastures? 4. How does a ranger protect his forest best? 5. How will the ranger sometimes travel in wintertime? 6. Who selects the trees to be sold from government land? 7. To whom is the ranger responsible? 8. Who repairs the ranger's tools?

3. *Drawing conclusions*

Which sentences are true?

1. The airplane has made the job of protecting forests easier.
2. A man who likes the outdoors would not make a good ranger.
3. Forest fires are more likely to occur in winter than in summer.
4. A forest ranger must be able to get along well with people.
5. Carelessness causes many forest fires. (True: 1, 4, 5.)

4. *Locating information*

Which word would you look for in the index of a book to find the answers to each of these questions:

1. How are airplanes used to control *floods*? 2. How can soil *erosion* be stopped? 3. How is *logging* done? 4. What damage does the *boll weevil* do? 5. For what purposes is *sulphur* used?

5. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. How are crops dusted? 2. What often happens to land on which a forest has burned? 3. How are airplanes used in fighting fires? 4. How do rangers travel? 5. What qualities must a ranger have?

6. *Organizing ideas* (Using pages 424-429)

Pupils may fill in the following skeleton outline:

USES OF THE AIRPLANE IN CONSERVATION

I. Fighting forest fires

A. Help discover fires

B.

C.

D.

II. Preventing forest fires

III. Saving burned-over areas by scattering seeds

IV. Crop dusting

A.

B.

C.

D.

V.

7. *Remembering ideas*

Suppose you needed to tell someone what qualities one should have to be a good forest ranger, and what one would need to know and be able to do. Find the paragraphs that give the ideas you would need to remember for this purpose.

CHRISTMAS TREES

THE SCHOOL CHILDREN'S FOREST

pages 431-436

A. Introducing the Stories

Raise and discuss the following questions:

1. Where did you get the Christmas tree you used last Christmas? Where do you suppose it grew? 2. How many Christmas trees do you suppose are cut every year? What kind of trees do you think should be cut for this purpose? 3. What do you think boys and girls can do to keep our forests from being destroyed? (These stories will tell you.)

B. Introductory Reading of the Stories

These stories should be read silently. A suitable purpose is: *How can boys and girls help to protect our natural forests?*

The following questions are suggested for discussion:

Page 431. 1. What kinds of trees are used for Christmas trees?

Pages 432-433. 1. What kinds of trees should be cut for Christmas trees? 2. In choosing a Christmas tree is it necessary to select a perfect tree? 3. How does the cutting of Christmas trees improve the forest? 4. By looking at a Christmas tree, how can you tell whether it was cut from one of our national forests? 5. What advice does the Forest Service give to the landowners who grow Christmas trees? 6. What is one of the great dangers to our national forests?

Pages 434-435. 1. What do the school children in Wisconsin do on Arbor Day? 2. How large is the Children's Forest? 3. How many trees are planted for one penny? How many trees were planted in one year? 4. How was the Children's Forest started?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. How could the people in any community help to encourage workmen to use care in getting Christmas trees for the market? 2. Do you think the work that the boys and girls are doing in Wisconsin is a good thing to do? Why?

Other Activities: 1. Find out if there is a place in your community where trees should be planted. 2. Make plans to plant trees where they are needed. Whom will you need to talk with? 3. Find other ways to make your community more beautiful, and to preserve its plant life.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

1. When does the cutting of Christmas trees not harm the forests? 2. How does the Forest Service try to help landowners who grow Christmas trees? 3. Why are the boys and girls of Wisconsin anxious to help restore forests in their state? 4. How do the children help do this? 5. Why does care need to be used in cutting Christmas trees?

2. *Reading for details* (Using pages 434-436)

1. What has destroyed forests in Wisconsin?
2. When do the children bring money to help restore forests?
3. Where is the Children's Forest?
4. How many trees does each penny buy?
5. Who started the work of replanting forests?
6. With whom did these people work?

3. *Drawing conclusions*

Which of these sentences are true?

1. Some people have not been careful in the cutting of Christmas trees.
2. If forests are to be saved, the using of trees for Christmas must be stopped.
3. A forest can be harmed by trees growing too close together.
4. Every family should expect to have a perfect, well-rounded tree to use as a Christmas tree.
5. The Forest Service wants American people to quit using trees for Christmas.
6. The children of Wisconsin are interested in the forests of their state. (True: 1, 3, 6.)

4. *Selecting material read*

Find the paragraphs that give answers to these questions:

1. What kind of trees should be used as Christmas trees?
2. Does the cutting of Christmas trees do more to destroy forests than do forest fires?
3. How was the Children's Forest made?
4. How did the children of Wisconsin show an interest in their state?

5. *Organizing ideas*

Pupils may complete this skeleton outline:

TREES THAT SHOULD BE USED AS CHRISTMAS TREES

I.

II. .

III.

**PAUL BUNYAN LEGENDS
IN THE WINTER OF THE BLUE SNOW**

pages 437-450

A. Introducing the Story

Someone may read page 437 aloud. Raise and discuss these questions briefly:

1. Do you remember what a legend is? What kind of story does it tell? 2. What legends do you know about people who lived in our country? 3. What legends have you read about the famous lumberjack, Paul Bunyan? Do you think they are true? (The story we are going to read is one that has been told about him.)

B. Introductory Reading of the Story

For some classes this story may need to be divided into two sections. In any case, the entire story or each of its parts should be read silently. A suitable purpose for reading the entire story is: *In what ways was Paul Bunyan an unusual man?* A suggested purpose for the first division which includes Parts I and II and ends on page 444 is: *How did the blue snow affect the animals of the forest?*

The following questions may be used for discussion:

- Pages 438-439.** 1. How did the country look in the snow? 2. What people lived in the forest at the time of the blue snow? 3. What was the biggest problem of the animals?

Pages 440-441. 1. What effect did the blue snow have on the moose herd? 2. Why did the bears come out of the caves? 3. What did they do when they saw the blue snow? 4. Who was Niagara? 5. What was Paul Bunyan's cave like? 6. What was Paul Bunyan's favorite food? How did he get his food?

Pages 442-443. 1. How did Niagara hunt? 2. How did Bunyan spend the time during the storm? 3. What did Bunyan think might have happened to Niagara? 4. What did happen to Niagara? 5. What happened to the moose?

Page 444. According to this legend where did our polar, grizzly, and black bears come from?

The second division of the story, Parts III and IV, begins on page 444. A suitable purpose for silent reading of this is: *What did Paul Bunyan start in the United States?*

The following questions are suggested for discussion:

Pages 444-445. 1. Where did Bunyan decide to go after the storm? What did he look like? 2. How long did he search for Niagara? 3. What happened in the night after his search? 4. What did Bunyan see in the icy water?

Pages 446-447. 1. What was unusual about the calf? 2. Where did Bunyan go to hunt for its mother? Did he find her?

Pages 448-449. 1. What unusual things did the calf do? 2. What were Bunyan's dreams? 3. What did he and Bébé do about the dreams? 4. What did Bunyan invent?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What things in this story make you know that it is not true? Why is the story a legend? 2. Lumberjacks enjoy sitting around campfires and telling big stories. Why do you think a story like this would amuse them?

Other Activities: 1. Find other legends about forest life. Read them aloud to your classmates. 2. Decide what things in the story give a false idea about life in the forests.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. Paul Bunyan was supposed to be a man of unusual size and strength. 2. The story tells that Paul Bunyan started the logging industry in the United States. 3. Paul Bunyan lived at a lumber camp. 4. Niagara was Bunyan's pet moose. 5. The blue snow frightened the animals away. 6. Bunyan's pet calf was smaller than calves usually are. (True: 1, 2, 5.)

2. *Reading for details* (Using pages 444-446)

1. What had the storm done to the pine boughs? 2. What did Bunyan wear on his feet when he started in search of Niagara? 3. How tall was Bunyan? 4. What did Bunyan hear the night after he returned to his cave? 5. How many steps did he take from his cave to the bay? 6. How thick was the ice? 7. How large were Bunyan's forefingers? 8. What color was the calf?

3. *Selecting material read*

Find the paragraphs that answer these questions:

1. What was the calf like? 2. How did the blue snow affect the animals in the forest? 3. Why did Bunyan go to the United States? 4. How large was Bunyan? 5. What was Bunyan's cave like?

4. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. The animals of the forest were frightened away. 2. Bunyan had dreams. 3. Bunyan found a newborn calf. 4. The blue snow came. 5. Bunyan went in search of Niagara. 6. Bunyan went in search of the calf's mother. 7. Bunyan and the calf went to the United States. (Correct order: 4, 1, 5, 3, 6, 2, 7.)

SOIL CONSERVATION GUARDING OUR WEALTH

pages 451-460

A. *Introducing the Stories*

Raise and discuss the following questions:

1. Have you ever seen a deserted farm? Why do you suppose the people left it? 2. Have you heard of dust storms and the Dust Bowl? What do you think causes dust storms? How do you think the Dust Bowl got its name? 3. Do you know what causes soil erosion? Do you know how farmers are trying to conserve the soil on their land? (Perhaps this story will tell you.)

B. Introductory Reading of the Stories

The selections should be read silently. A suitable purpose is: *How are people in America trying to stop soil erosion?*

The following questions may be used for discussion:

Page 451. 1. In what condition did the pioneers find the land when they came West? 2. How is the land different today from what it was then? 3. How does humus help the soil?

Pages 452-453. 1. What is humus? 2. Where do plants get their food? 3. What is one big problem of soil conservation? 4. What is Nature's method of supplying humus? 5. How has man interfered with Nature's method? 6. What effect has the sun had on poor soil? In what other ways is soil ruined? 7. What is sheet erosion? How is it caused?

Pages 454-455. 1. Do you think sheet erosion is a serious problem for the farmer? Why? 2. What is gully erosion? How does it take place? 3. What is wind erosion? 4. What is the effect of dust storms upon land? 5. What has erosion of all kinds done to our land in the United States? 6. How does Uncle Sam help in soil conservation? 7. What is crop rotation, and how do you think it conserves soil? 8. How can erosion be stopped by plowing?

Pages 456-458. 1. What is strip-cropping? 2. Why is it used? 3. How does terracing prevent erosion? 4. How may gully erosion be stopped? 5. How much topsoil is washed into the ocean each year? 6. Why is soil erosion an important problem in the United States?

Pages 459-460. 1. In what way is our country still rich? 2. What must we do to keep our land from becoming poorer? 3. What is meant by conservation of people?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. In what way does the destruction of soil on our farms decrease our natural wealth? 2. In what way is the government trying to help farmers save their land? Do you think there is more that the government could do?

Other Activities: 1. Find out more about how the government is helping to restore land that has been eroded. Write to the Department of Agriculture, Washington, D.C. Ask particularly about what is being done in the Dust Bowl. 2. Collect pictures of land where soil erosion has taken place. Look in magazines and newspapers.

D. Rereading the Stories for Specific Purposes

1. Getting the main ideas

Which of these sentences are true?

1. Western land was once as fertile as any in the world. 2. Much Western land has lost most of its fertility. 3. Humus is needed to keep the soil in good shape. 4. Poor methods of farming have caused the land to lose fertility. 5. There are only two kinds of erosion. 6. There are only two things to do to stop erosion. 7. Conservation of natural wealth is necessary in order for our country to be prosperous. (True: 1, 2, 3, 4, 7.)

2. Reading for details (Using pages 453-455)

1. What causes sheet erosion? 2. What soil is washed away when sheet erosion occurs? 3. What soil is exposed when sheet erosion occurs? 4. What makes the gullies larger when gully erosion occurs? 5. What soil does the wind carry away? 6. How many acres of land have been ruined by erosion? 7. What do farmers do who live on farms that have been ruined by erosion? 8. What does the Soil Conservation Service tell people?

3. Drawing conclusions

Which sentences are not true?

1. Farmers have been partly responsible for damage caused by erosion. 2. In the Dust Bowl most of the soil erosion has been caused by water. 3. Most erosion that occurs in the eastern part of our country is caused by wind. 4. If our farm land is to be conserved farmers will have to learn how to be better farmers than they have been. 5. Less erosion occurs on land where trees grow than occurs on land where there are no trees. (True: 1, 4, 5.)

4. *Locating information*

Here is part of the index of a book:

Erosion, causes of, 43-45; damages caused by, 40-42; government aid, 48; losses due to, 42; meaning of, 39; preventives of, 46-50; restoring eroded land, 51-53.

On what pages in the book would you look to find answers to these questions?

1. What is erosion? 2. What is the government doing to help farmers? 3. What harm does erosion cause? 4. Does wind cause erosion? 5. How can erosion be stopped?

5. *Selecting material read*

Find paragraphs that give answers to these questions:

1. What is happening on some of our farms today? 2. What is the value of humus? 3. What damage has erosion done? 4. What resources other than soil need to be conserved? 5. What is strip-cropping?

6. *Organizing ideas*

Pages 455-457 tell how to conserve soil. Pupils may fill in this skeleton outline:

HOW TO CONSERVE SOIL

- I. Rotate crops
- II.
- III.
- IV.
- V.
- VI.

7. *Remembering ideas*

Suppose you wanted to explain to another class what the different causes of erosion are, and what each one does to the soil. Find the ideas you would need to remember for this purpose.

V. SUGGESTED ACTIVITIES FOR THE UNIT AS A WHOLE

1. Make plans to help conserve bird life in your community. What can you do next winter? What can you do during the summer?

2. Find out what is being done to conserve our supply of oil, copper, and iron. Decide what will happen if these things are not conserved.

3. The last story in the unit mentions the need of conserving our people. Decide with your classmates what needs to be done to conserve our people. Is their health properly cared for? What is the government trying to do toward conserving our people?

4. Make a portfolio or record book on conservation of our natural wealth. Collect pictures showing waste of this wealth, and other pictures showing attempts to prevent and restore this waste. Include newspaper clippings and original writings by your class in this book.

5. Find out if loss of forests due to fire has decreased during the last fifteen years. What books can you use?

6. Find other stories about forest and soil conservation. Read them aloud to your classmates.

VI. A WRITTEN TEST ON BASAL CONCEPTS

1. What things destroy forests?
2. How does a forest ranger help save our forests?
3. What does conservation mean?
4. What is meant by natural wealth or natural resources?
5. What are the three kinds of erosion?
6. Who replants forests?
7. What does wind do to dry soil?
8. What natural resources other than forests and soil need to be conserved?
9. Name three things to do to prevent soil erosion.
10. Name two things that anyone should be careful about in a forest.

11. Name three things that a forest ranger does to conserve our forests.
12. Name two ways in which the airplane is used in conserving our forests.
13. What trees should be cut for Christmas trees?
14. Tell one way in which boys and girls can help to conserve our natural wealth.

5

512167

JULIA LETHBRIDGE CHILD
UNIVERSITY LIBRARY



EDUCATION
CURRICULUM

512167

PE
1121
H14
1938
v.6
tch.man.

Hahn, J. L.
The child
development readers.

UNIVERSITY LIBRARY
EDUCATION CURRICULUM

PE 1121 H14 1938*v.6 tch.man. c.1

Hahn, Julia Letheld, 1891

The child development readers.

CURR HIST



0 0004 5360 047